

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2025

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: University of Misan

Faculty/Institute: College of Education.

Scientific Department: English Language.

Academic or Professional Program Name: Bachelor of Education

Final Certificate Name: Bachelor in Education in English Language

Academic System: Annual

Description Preparation Date: 2024–2025

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

An educational department that seeks to prepare academic cadres with linguistic and cultural ability in the field of the English language, and in the field of university education and scientific research in accordance with high-quality academic and scientific standards. Its primary mission is to provide educational institutions with cadres of the university institution in the development of society and its institutions

2. Program Mission

Working to prepare and graduate leading scientific and leadership competencies in the various life sciences specializations and to develop the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market

3. Program Objectives

1. This department aims to qualify graduates with a bachelor's degree in English language who are qualified to meet the needs of the local community for intermediate and preparatory school teachers who are experienced and trained in teaching English language to work in the public and private sectors.
2. The department grants a bachelor's degree in English language and literature, and the college will equip the department with a language laboratory for educational purposes.
3. The department works to open English language courses for multiple purposes that serve all segments of the local community.
4. More than (600) male and female students are currently studying in the department, and it aims to prepare young academic cadres and help them obtain

the academic qualifications that enable them to work in various fields such as education, translation and public relations. This gives graduates a wider range of job opportunities after graduation.

5. The presence of postgraduate studies in the department, between educational courses and thesis discussions, played a major role in enriching the educational structures and laying the foundation for the development of the department.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

Nil

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	4	11	7%	
College Requirements	6	23	14%	
Department Requirements	40	129	80%	
Summer Training				
Application of the fourth stage (second semester)	6 weeks	10		

* This can include notes whether the course is basic or optional.

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First Year				
	EG101	English Grammar	3	
	EP102	Phonetics	3	
	ELS103	Listening and speaking	2	
	ER104	Reading I	2	
	EW105	Writing	2	
	EART106	An Introduction to English Literature	2	
Second Year	EG201	Morphology and syntax	3	
	EP202	English Phonolog	3	
	ER204	Listening and speaking-2	2	
	EW205	Advanced Reading	2	
	ED206	An Introduction to Academic Writing	2	
	EST207	One act Play & Elizabethan Drama	2	
	EP208	Short Story	2	
	ELS209	16th to 18th Century Poetry	2	
	ET210	An Introduction to ELT	3	
Third Year	EG301	Contemporary Grammar of English	3	
	GL302	Introduction to Linguistics	3	
	EW303	Writing Academic	2	
	ELS304	Listening and Speaking-3	2	
	EN305	Victorian Novel 1830-1900	3	
	ED306	Renaissance Drama 16-18th Century	3	
	EP307	Poetry	2	
	ETM308	Pedagogy and Curriculum Innovation	4	
Fourth Year	EG401	Contemporary Grammar of English	3	
	EP402	Linguistics II	3	
	EN403	Modern Novel	3	
	ED404	Modern Drama	3	
	EP405	Modern Poetry	2	
	ET406	Translation	2	
	ELS407	Advanced Listening and Speaking	2	

	EDT408	Test Design and Assessment	2	
	EOP409	Practicum and EFL Classroom Practices	3	
	ERP410	Graduation Research	2	

8. Expected learning outcomes of the program

Knowledge

A-1 Learn to speak English correctly and fluently
A-2 Prepare a generation of middle and secondary school teachers who are able to teach English vocabulary
A-3 Prepare a graduate who uses the English language and is proficient in the four skills:
(understanding, comprehension, speaking, reading, writing)
A-4 Learn to use correct English grammar
A-5 Enabling students to rely on themselves in understanding what they read and hear in English outside the limits of previous study. A-6 Use technologies to achieve integration between other methodological aspects and introduce them as an essential part of the education programs in the department

Skills

B – Program specific skill objectives
B1 – Spoken and written language communication skill
B2 – Linguistic listening skill using English during the lecture
B3 – Analytical and deductive thinking skill

Ethics

A1. Acquiring and learning the ethics of education.
A2. Promoting ideals and value systems.
A3. Using the English language to spread culture.
A4. Strengthening the relationship between Arabic and English.

9. Teaching and Learning Strategies

1. Lectures, explanation and direct delivery
2. Dialogue and discussion sessions and deriving ideas
3. Self-learning in preparing ideas
4. Conducting scientific discussions, presentations and posters • Oral exams

10. Evaluation methods

1. Written semester exams
2. Written weekly exams
3. Encouraging students to increase reading, rely on other sources, and submit report summaries.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant professor	English literature	Literature			8	
Assistant professor	English Language	Linguistics			3	
Assistant professor	Curricula and teaching methods	education and psychology			3	
Instructor	English literature	Literature			1	
Instructor	English Language	Linguistics			1	
Assistant Lecturer	English literature	Literature			2	
Assistant Lecturer	English Language	Linguistics			7	

Assistant Lecturer	Curricula and teaching methods	education and psychology			1	
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Professional Development

Mentoring new faculty members

1. Participation in qualifying courses
2. Participation in development courses
3. Participation in teaching methods courses

Professional development of faculty members

1. Participation in development courses
2. Participation in administrative leadership courses
3. Participation in general quality courses.

12. Acceptance Criterion

Student guide for admission to universities and colleges

13. The most important sources of information about the program

set of Curriculum assigned by the ministry of higher education and scientific research

Relevant Books and Publications

14. Program Development Plan

The program is reviewed periodically by the Scientific Committee in order to develop the program.

Developing the program to achieve accreditation according to the educational standards issued by the Ministry of Higher Education and Scientific Research

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First Year	EG101	English Grammar		✓		✓		✓		✓		✓		✓	
	EP102	Phonetics			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
First Year	ELS103	Listening and speaking		✓		✓		✓		✓			✓		✓
	ER104	Reading I		✓		✓		✓		✓		✓		✓	✓
First Year	EW105	Writing		✓		✓		✓		✓			✓		✓
	EART106	An Introduction to English Literature		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Second Year	EG201	English Grammar			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EP202	Phonetics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Second Year	ER204	Listening and		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓

		speaking													
Second Year	EW205	Reading I			✓	✓	✓	✓	✓	✓	✓	✓	✓		
Second Year	ED206	Writing			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Second Year	EST207	Drama		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Second Year	EP208	Short Story			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Second Year	ELS209	Poetry		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Second Year	ET210	An Introduction to ELT				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third Year	EG301	English Grammar		✓	✓	✓	✓	✓	✓	✓	✓	✓			
Third Year	GL302	Linguistics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Third Year	EW303	Writing Academic		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third Year	ELS304	Listening and Speaking		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Third Year	EN305	Novel					✓	✓	✓	✓	✓	✓	✓	✓	✓

Third Year	ED306	Drama		✓	✓	✓	✓	✓	✓	✓	✓	✓			
Third Year	EP307	Poetry				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third Year	ETM308	Pedagogy and Curriculum Innovation		✓	✓	✓	✓	✓	✓	✓	✓	✓			
Fourth Year	EG401	English Grammar		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth Year	EP402	Linguistics		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Fourth Year	EN403	Novel					✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth Year	ED404	Drama		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth Year	EP405	Poetry				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth Year	ET406	Translation		✓	✓	✓	✓	✓	✓	✓	✓	✓			
Fourth Year	ELS407	Listening and Speaking			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth Year	EDT408	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓

Fourth Year	EOP409			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Fourth Year	ERP410	✓	✓	✓	✓	✓	✓	✓	✓	✓					

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Grammar

First year

2025

Course Description Form

1. Course Name:	
Grammar	
2. Course Code:	
3. Semester / Year:	
2024 / 2025	
4. Description Preparation Date:	
14 / 3 /2025	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hours 120 Credit	
7. Course administrator's name (mention all, if more than one name)	
Name: Instr. Mohammad Jabbar Lazim Email: mohammed.jabbar@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Explaining grammar rules and basic linguistic rules in the English language. Identifying the basic principles of sentence construction in the English language, phrases, phrasal verbs, and others.

	<ul style="list-style-type: none"> • Improving students' skills in understanding and analyzing texts correctly. • Knowledge of certain grammatical terms. • Enhancing students' ability to interact correctly in various linguistic contexts. • Guiding students to use the English language correctly and appropriately in various daily and academic contexts.
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9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • Explaining the grammar of the language clearly and simply. • Providing examples to illustrate the uses of rules. • Providing practical exercises to apply the rules. • Providing feedback and correcting students' mistakes. • Set a time during the lecture to review the previous rules to ensure that they are well understood and to link the previous material to the subsequent material. • Encouraging students to help each other to enhance understanding. • Organizing interactive activities such as students presenting and explaining the subject to make the learning process interesting. • Benefit from examples and exercises by linking language rules to life contexts and situations to increase students' understanding.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	<ul style="list-style-type: none"> • Understanding the different types of word in the language, such as nouns, verbs, adjectives, etc. • Identify the role of each word in the sentence. 	Parts of speech (overview)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
2	3	<ul style="list-style-type: none"> • Understanding the meaning of the sentence and its structure, such as the order of subject - verb - object. • Identify the different types of sentences in 	Word order (sentence)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams

		terms of purpose, which include the declarative, interrogative, exclamatory, and imperative sentences, as well as in terms of structure such as the simple, compound, complex, and complex sentences.		<ul style="list-style-type: none"> • Linking the topic to life situations 	
3	3	<ul style="list-style-type: none"> • Understanding the definition of clauses and their types (independent or main clauses) (and dependent or subordinate clauses). • The ability to identify clauses within a single sentence, recognize their functions and use them correctly. 	Word order (clause)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
4	3	<ul style="list-style-type: none"> • Understand the definition of the phrase and its types such as noun phrases, verb phrases, prepositional phrases, adjective phrases, and adverbial phrases. • The ability to identify phrases within sentences, and use them correctly. • Identify the phrasal verb in sentences and how to use them, and distinguish them from other verbs. 	word order (phrase, Phrasal verb)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
5	3	<ul style="list-style-type: none"> • Understand and learn the words order 	Word order (verb +object, verb + adverb , all-both / verb)	<ul style="list-style-type: none"> • Asking questions 	<ul style="list-style-type: none"> • Attending the lecture

		of the part of speech in a sentence.		<ul style="list-style-type: none"> • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Daily participation and exams • Monthly exams
6	3	<ul style="list-style-type: none"> • Understanding the types of questions (wh-questions and questions with auxiliary verbs). • Learn how to form a question. 	Word order (questions)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
7	3	<ul style="list-style-type: none"> • Understanding the difference between countable and uncountable nouns, and being able to use them correctly in sentences. • Understanding how to use words such as indefinite articles (a, an) as well as words indicating quantities such as (few, many, little, much, a lot of, a lot) • Understanding the use of quantitative words with and without indefinite articles. 	Nouns (countable, uncountable)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
8	3	<ul style="list-style-type: none"> • Understanding the definition of pronouns in general and their types, including personal pronouns. • Understanding the classifications of these pronouns in 	Pronouns (overview, personal pronouns)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams

		<p>terms of (first person, second, and third person) and their types in terms of (subject, object, or possessive pronouns) and in the case of the singular, plural, feminine, and masculine.</p> <ul style="list-style-type: none"> • The ability to use it to avoid repeating names. 		<ul style="list-style-type: none"> • Linking the topic to life situations 	
9	3	<ul style="list-style-type: none"> • Identifying the reflexive pronouns and use them correctly in sentences. • Identifying the relative pronouns, use them correctly, and the difference between them and interrogative articles. 	Pronouns (reflexive pronouns, relative pronouns)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
10	3	<ul style="list-style-type: none"> • Understand the definition and function of a relative sentence, its structure, and identifying the phrases that depend on it. • The ability to combine two sentences into one sentence using relative pronouns. 	Pronouns (relative clause)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
11	3	<ul style="list-style-type: none"> • Identify the types of relative clauses (restrictive and nonrestrictive) and the difference between them. • Understand how to use each type correctly. 	Relative clause (restrictive, nonrestrictive)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams

12	3	<ul style="list-style-type: none"> • Understanding the role of verbs and the different meanings they represent that are used to express (action, event, or state) • Identifying its different forms and using each form in the correct way. • Identifying irregular verbs and using them correctly. • Understanding the role of auxiliary verbs and how to use them to form different tenses, such as (be, do, have) • How to use it to formulate questions and negative sentence. • Identifying the main verbs and auxiliary verbs in the sentence. 	Verbs (overview, auxiliaries)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
13	3	<ul style="list-style-type: none"> • Understanding the role of these verbs in the sentence and how to use them to express ability, permission, possibility, necessity, will, and request. • The ability to use them correctly to express the different meanings. 	Verbs (modals)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
14	3	<ul style="list-style-type: none"> • Learning the meaning of tag questions and how to use them at the end of sentences to confirm information. 	Verbs (question tags)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams

		<ul style="list-style-type: none"> • The ability to form tag questions correctly based on tense, pronouns and verbs in the sentence. 		<ul style="list-style-type: none"> • Linking the topic to life situations 	
15	3	<ul style="list-style-type: none"> • review some important subjects. 	review	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
16-17	6	<ul style="list-style-type: none"> • Understanding the uses and formulation of verbs in the simple, continuous, perfect, and perfect continuous tenses. • The ability to use the present tense to express events, facts, daily routines, and current events in the present time. 	Verbs (present tenses)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
18-19	6	<ul style="list-style-type: none"> • Understanding the uses and formulation of verbs in the past simple, continuous, perfect, and perfect continuous tenses. • The ability to use past tenses to express events, facts and experiences that occurred in the past. 	Verbs (past tenses)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
20-21	6	<ul style="list-style-type: none"> • Understanding the uses and formulation of different future tenses such as future simple, future continuous, future perfect and perfect continuous. 	Verbs (future tenses)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams

		<ul style="list-style-type: none"> • The ability to use future tenses correctly to express events and expectations that will happen in the future. • The ability to analyze texts and use future tenses accurately to express expected ideas and events. 		<ul style="list-style-type: none"> • Linking the topic to life situations 	
22	3	<ul style="list-style-type: none"> • Understanding the uses and formulation of different conditional clauses such as the first type condition, the second type condition and the third type condition. • The ability to use clauses correctly to express possible circumstances and outcomes. • The ability to analyze texts and use terms to express ideas and accurately. 	Verbs (conditional)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
23	3	<ul style="list-style-type: none"> • Understanding how to construct a passive sentence and use it to change the focus in a sentence. • The ability to analyze passive sentences, identifying the subject and object, and how to change sentences from the active voice to the passive voice in all tenses. 	Verbs (passive voice)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
24	3	<ul style="list-style-type: none"> • Understanding how to transform direct speech into reported or indirect speech 	Verbs (reported speech)	<ul style="list-style-type: none"> • Asking questions 	<ul style="list-style-type: none"> • Attending the lecture

		<p>and using the necessary changes in tenses, pronouns, adverbs, etc.</p> <ul style="list-style-type: none"> • The ability to change sentences from direct speech to indirect speech correctly and accurately. 		<ul style="list-style-type: none"> • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Daily participation and exams • Monthly exams
25	3	<ul style="list-style-type: none"> • Understanding how to form and use the infinitive in English. • The ability to use the infinitive correctly in sentences and phrases. • Identifying verbs followed by the infinitive and use them correctly. 	Verbs (infinitive form)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
26	3	<ul style="list-style-type: none"> • Understanding the role of adjectives and their ability to describe nouns or pronouns. • Identify the forms of adjectives. • Identifying the order of adjectives in a sentence and how to use them correctly. 	Adjectives (overview, comparative, superlative)	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
27	3	<ul style="list-style-type: none"> • Understanding the role of adverbs in a sentence and their ability to describe verbs, adjectives or other adverbs. • Identifying the types of adverbs and their uses. 	Adverbs	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams • Monthly exams
28	3	<ul style="list-style-type: none"> • Understanding the role of prepositions and how to use them to express spatial and 	prepositions	<ul style="list-style-type: none"> • Asking questions • doing the book's exercises 	<ul style="list-style-type: none"> • Attending the lecture • Daily participation and exams

		temporal relationships. • The ability to use prepositions correctly to express different situations.		• doing external exercises • Linking the topic to life situations	• Monthly exams
29	3	• Identifying the definite and indefinite articles and their role in determining nouns. • The ability to use the definite article and indefinite articles correctly to define known and unknown nouns. • Identifying the cases in which definite and indefinite articles must be used and the cases in which they are not.	Determiners (articles)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
30	3	review some important subjects.	review	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

20 – Monthly exam

20 - Attendance

20 – Daily participation

20- Daily exams

20- presentation for a lecture on a specific subject

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Grammar in Use , Raymond Murphy- Fifth Edition
Main references (sources)	A Grammar of Contemporary English – Randolph Quirk
Recommended books and references (scientific journals, reports...)	Communication Skills in English – Prof. P.N. Kharu & Dr. Varinder Gadhi
Electronic References, Websites	Various websites

Phonetics

First year

2025

Course Description Form

1. Course Name:	
Phonetics	
2. Course Code:	
EP102	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
3/29/2025	
5. Available Attendance Forms:	
Attending lectures only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
۱۲۰ credit /90 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Nama' sameir Abdulkarim Email: nimaasameer95@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Identifying and producing a broad range of the phonetic sounds observable in in English. Transcribing sample data of various words using the International Phonetic Alphabet. Demonstrating a basic knowledge of the articulatory system and its operation during the production of various speech sounds.
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> Articulatory Drills: This strategy is used to practice specific sounds or sound contrasts through repetitive drills, focusing on correct articulatory placement and movement. Gradually, the complexity of drills is increased as students become more proficient. Interactive Demonstrations: Visual aids are used, such as diagrams or animations, videos, powerpoint presentations, to demonstrate the articulatory features of speech sounds. Students are shown how different parts of the vocal tract (e.g., lips, tongue, teeth) are used to produce specific sounds. Carrying out a quiz to test the outcome of what the students have learned.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	6	What phonetics and its branches are and what they are concerned with.	Phonetics and its branches	1. Lecturing 2. powerpoint presentation	Collective participation.
3-4	6	What the differences are between language acquisition and language learning.	Acquiring/learning the 1 st and 2 nd languages	1. Lecturing 2. powerpoint presentation	Collective participation.
5	3	Being acquainted with the main problems of pronunciation and how to manage them.	Problems in pronunciation.	3. Lecturing 4. powerpoint presentation	Collective participation.
6	3	How to improve the pronunciation as foreign learners of English.	Pronunciation improvement.	1. Lecturing 2. powerpoint presentation 3. videos	Collective participation.
7	3	Being acquainted with the main accents of English and how to determine which one to learn.	Which English?	1. Lecturing 2. powerpoint presentation 3. videos	Collective participation and a quiz.
8-9	6	Being introduced to the English sounds.	The basic sounds of English, IPA, and the differences between sounds and letters.	1. Lecturing 2. powerpoint presentation 3. videos	Collective participation.

10	3	Knowing what articulatory phonetics is and its topics.	Articulatory phonetics.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
11	3	Being introduced to the speech organs.	The speech organs and the vocal tract.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
12	3	Being introduced to the mechanism of producing speech sounds.	Speech sounds production mechanism	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation and a quiz.
13	3	demonstrating the articulatory features of speech sounds.	Interactive demonstrations	Using visual aids, such as diagrams or animations.	<ul style="list-style-type: none"> • Collective participation • Class activities.
14-15	6	Being introduced to the English consonants.	The English consonants.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
16-17	6	Identifying the consonant sequences and stating their characteristics.	The consonant sequences and their types.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
18	3	recognising the sound groups and utterances.	Sounds, sound groups and utterances.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
19	3	Being introduced to the English vowels.	The English vowels.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
20	3	Being introduced to the English monophthongs.	The English monophthongs.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
21	3	Being introduced to the English vowels.	The English diphthongs.	1. Lecturing 2. powerpoint presentation 3.videos	1. Collective participation. 2.Quiz

22	3	Being introduced to the English vowels.	The English triphthongs.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
23-24	6	Identifying the vowel sequences and stating their characteristics.	The vowel sequences and their types.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
25	3	Being able to produce and transcribe the English vowels correctly.	Review of all types of the English vowels.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
26-27	6	Recalling the English IPA.	The phonemic transcription.	1. Lecturing 2. powerpoint presentation 3.transcription exercises.	1. Collective participation 2. Quiz
28-29	6	Analysing and discussing transcription errors made by students.	Error Analysis	1. Lecturing 2. powerpoint presentation 3.transcription exercises.	1. Collective participation 2. Quiz
30	3	Reviewing the whole material.	Review	1. Lecturing 2. Powerpoint presentation	Exercises.

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc.

Each semester is out of 20 distributed as follows:

- Monthly exam: 15
 - Attendance: 5
 - Daily participation: 5
 - Quizzes: 5
- $$\left. \begin{array}{l} \text{Attendance: 5} \\ \text{Daily participation: 5} \\ \text{Quizzes: 5} \end{array} \right\} \div 3 = 5$$

The final exam is out of 60

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Better English Pronunciation by O’Conner.
Main references (sources)	Ship Or Sheep: An Intermediate Pronunciation Course by Ann Baker
Recommended books and references (scientific journals, reports...)	English Pronunciation in Use by Jonathan Marks.
Electronic References, Websites	Research gate

Listening and speaking

First year

2025

Course Description Form

1. Course Name:	
listening and speaking	
2. Course Code:	
3. Semester / Year:	
Yearly	
4. Description Preparation Date:	
28/3/2025	
5. Available Attendance Forms:	
In-person/ face to face	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hour	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Athraa Ali Husein	
Email: athraa.a.h@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Providing a clear overview of the fundamentals of conversation and listening through learning reading skill Helping students in understanding common linguistic concepts. Encouraging students to engage in discussions about the issues presented in comprehensions passages. Helping students in learning new vocabulary along with their synonyms and using them correctly. Fostering linguistic interest among students
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> Using interactive activities such as role plays and group discussion to enhance language skills. Introducing everyday topics and life situation to motivate students and increase their understanding of culture and social communication in English. Using diverse material such as audio conversations and interview to improve students' understanding of pronunciation and common expressions. Providing immediate and constructive feedback to student about their performance in conversation to promote continuous improvement.

- Encouraging students to use English in daily life and in extracurricular activities to enhance practical learning.
- Integrating the four skills reading, writing, listening and speaking in lessons to promote integrated English language learning.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
٣-٢-١	6	*Make and confirm predictions. *Express opinions. *Describe someone. personality. *Recognize rhythm patterns.	<i>Friendship/ a world of friends</i>	*Discuss inside class *Role play *develop listening through audio & video	*Quiz *Oral test *Monthly exam
٦-٥-٤	6	*Recognize phrases that express surprise *Express like/ dislike *Create group discussion	<i>Art/ making unusual art</i>	*Communicative approach *Brainstorming	=
٩-٨-٧	6	*Order statements based on ideas in a listening selection *Recognize speech markers that show excitement *Express agreement and disagreement *Support ideas with reasons	<i>Special Possessions</i>	*Using audio * Role play *Presentation	=
١٢-١١-١٠	6	*Make and confirm predictions *Recognize signal words for main ideas in a lecture * React to general and surprising information	<i>Business/ creativity in business</i>	*Participate and communicate inside class * Asking questions about the topic for brainstorming * Competition between students to react to general information	=
١٥-١٤-١٣	6	* Recognize and understand meaning behind contradictions * Express opinions * Give advice using imperative verbs	<i>Phobias/ understanding fears and phobias</i>	*Explain imperative verbs using white board *Make students participate to express their opinion about the topic through clarifying question	=

١٧-١٦-١٥	6	<ul style="list-style-type: none"> * Recognize the use of <i>even though</i> to express an unexpected or surprising result * Compare and contrast information from two listenings 	<i>Adventure/ risks and challenges</i>	<ul style="list-style-type: none"> * Using audio and power point about adventure and challenges * Work in pair to compare information 	=
-٢٠-١٩-١٨ ٢١	8	<ul style="list-style-type: none"> * Take notes using a graphic organizer * Identify advantages and disadvantages * Express agreement, disagreement, and uncertainty 	<i>Family/ only child-lonely child</i>	<ul style="list-style-type: none"> * Make students able to identify advantages and disadvantages through presentation * Create a conversation class between partners about their family 	=
-٢٤-٢٣-٢٢ ٢٥	8	<ul style="list-style-type: none"> * Recognize signal words that introduce reasons and results (because, because of, so, that's why) * Categorize information from two listenings * Express and explain reasons and results 	<i>Sports/ soccer: the beautiful game</i>	<ul style="list-style-type: none"> * Using white board and power point * Make students write a paragraph to explain reasons and results by using (Because of, so...etc.) 	=

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as the mark for the first course consists of (20 marks), in this course student are assessed basis on daily preparation and attendance (5 marks), while monthly exam includes (15 marks). Accordingly, the grade for the second course also consists of (20 marks) student in this course is being evaluated basis on either an oral test or a daily quiz (5 marks) while monthly assessment make up (15 marks). As for the final exam score of (60 marks).

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothstar1 listening and speaking Polly & Laurin
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Reading I

First year

2025

Course Description Form

1. Course Name:	
Reading	
2. Course Code:	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
31/3/2025	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 Hour / 90 Unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Lecturer Shaima Hamad Saad Email: Shimaah92@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	Enhancing the Students' reading Skills
9. Teaching and Learning Strategies	
Strategy	Encouraging the students to read the English given texts correctly and improving their reading skills through some helpful YouTube channels

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	12	Enhance the students' reading skills	Student Learning Teams	Reading	Testing the Students' reading and pronunciation
3-4	12	Solving the exercises	Student Learning Teams		
5-7	12	Enhance the students' reading skills	Private Lives	Reading	Testing the Students' reading and pronunciation
8-9	12	Solving the exercises	Private Lives		
10-12	12	Enhance the students' reading skills	Culture Shock	Reading	Testing the Students' reading and pronunciation
13-14	12	Solving the exercises	Culture Shock		
15-17	12	Enhance the students' reading skills	Public Attitudes Towards science	Reading	Testing the Students' reading and pronunciation
18-19	12	Solving the exercises	Public Attitudes Towards science		
20-21	12	Enhance the students' reading skills	College Campuses Today	Reading	Testing the Students' reading and pronunciation

22-23	12	Solving the exercises	College Campuses Today		
23-24	12	Enhance the students' reading skills	Keys to Success in College	Reading	Testing the Students' reading and pronunciation
24-25	12	Solving the exercises	Keys to Success in College		
26-27	12	Enhance the students' reading skills	New Ways of Staying Connected	Reading	Testing the Students' reading and pronunciation
28-29	12	Solving the exercises	New Way of Staying Connected		
30	12	Enhance the students' reading skills	Cell Phones save lives	Reading	Testing the Students' reading and pronunciation
		Solving the exercises	Cell Phones Save Lives		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

The Methods of Evaluation:

The correct reading

The students' preparation to the given material

Oral exams

Written exams

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selected Readings by Lina Lee and Erik Gundersen. Interactions Reading by Pamela Hartmann and James Mentel
Main references (sources)	Selected Readings by Lina Lee and Erik Gundersen.

	Interactions Reading by Pam Hartmann and James Mentel
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Google scholar

Academic Writing First year

2025

Course Description Form

1. Course Name:	
Academic Writing	
2. Course Code:	
EW105	
3. Semester / Year:	
annual	
4. Description Preparation Date:	
2024-2025	
5. Available Attendance Forms:	
Lectures Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Nama' sameir Abdulkarim Email:nimaasameer95@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<p>Develop the skills of students in academic writing</p> <p>Giving them th confident in writing through teaching the basics of writing paragraphs.....</p> <p>Develop the critical thinking for students which help them to choose the goog coice for words an sentences which convince the readers</p>
9. Teaching and Learning Strategies	
Strategy	<p>Making the student learn how to write from the first step (the word and how to make a sentence , finally develops the skills of writing an essay)</p>
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	4		Introduction :process writing -learn about process writing -the writing method used in most English -speaking university classes	Lecture /discussion	Assignment/ exam
3-4	4		Pre-writing: getting ready to write -choose and narrow a topic -gather idea -edit ideas	=	=
5-6	4		The structure of a paragraph The definition of a paragraph The parts of a paragraph How to identify and write topic sentence	=	=
7-8	4		The development of a paragraph Methods of paragraph support and development How to write concluding sentences How to peer edit	=	=
9-10	4		Descriptive and process paragraphs Descriptive paragraphs and reasons for writing them Organizing and writing descriptive	=	=

11-12	4		<p>paragraphs using adjectives and prepositions</p> <p>Process paragraphs and reasons for writing them</p> <p>Using transitions words to write a process paragraph</p> <p>Additional materials</p> <p>Grammar for writers</p> <p>Punctuation</p>	=	=
13-14	4		<p>Opinion paragraphs</p> <p>Distinguish between fact and opinion</p> <p>Organize and write paragraphs expressing opinion and arguments</p> <p>Use transition words to express causality</p> <p>Use model expressions to make recommendations</p>	=	=
15-16	4		review	=	=
17-18	4		<p>comparison/contrast paragraphs</p> <p>reasons for writing them</p> <p>-how to organize comparison/contrast paragraphs</p> <p>-connecting words used for comparing and contrasting topics</p>	=	=

19-20	4		-how to write about the advantages and disadvantages of topic	=	=
21-22	4		Problem/solution paragraphs -write about problems and solutions Use real conditional Write two-paragraph text with linking phrase	=	=
23-24	4		The structure of an essay -the definition of an essay -how to format an essay -how to write a thesis statement	=	=
			Additional material -information letter -type commonly required in university applications CVs and address envelope		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Academic writing from paragraph to essay Dorothy E Zemach Lisa A Rumisek
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

An Introduction to English Literature First year

2025

Course Description Form

1. Course Name:	
Introduction to Literature	
2. Course Code:	
EART106	
3. Semester / Year:	
2024–2025	
4. Description Preparation Date:	
2/4/2025	
5. Available Attendance Forms:	
By attending in the class	
6. Number of Credit Hours (Total) / Number of Units (Total)	
80 hours (Total) / 3 hours weekly	
7. Course administrator's name (mention all, if more than one name)	
Name: Ass. Prof. Afrah Abduljabbar Abdulsahib Email: afrah.abduljabbar@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Teaching the student the types of poetry through studying the literary era and studying a historical introduction to each type of literature. Giving a general introduction to poetry, prose, and drama, with identifying the unique characteristics of each literary genre. Identify poetic devices and their uses. Teaching the student to analyze and understand the meaning of the poem. Training the student to write a specific idea about the poem.
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> Lecture method and using the interactive whiteboard. Explanation and clarification. Providing students with the basics and additional topics related to the outcomes of thinking and analysis of poetic texts. Forming discussion groups during lectures to discuss the idea of a poetic poem that requires thinking and analysis.

	<ul style="list-style-type: none"> • Asking students a set of thinking questions during lectures, such as what, how, and when for specific topics. • Giving the students homework that requires self-explanations using causal methods and examples to be solved.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	6	Enabling students to obtain knowledge and understanding of literature Enabling students to recognize types of literature such as poetry, prose, and drama.	Introduction to Literature and its types: Poetry Prose Drama Novel	Lecture / ask questions Discussion/ brainstorming	Assignments Training Class activities
3-4	6	Enabling students to obtain knowledge and critical analysis of the poem's text. Enable students to obtain knowledge of the basic idea of the poem.	“ Sick Rose” William Blake	Lecture / ask questions Discussion/ brainstorming	Assignments Training Class activities
5-6	6	Enabling students to obtain knowledge and critical analysis of the poem's text. Enable students to obtain knowledge of the basic idea of the poem.	“Break, Break, Break” by Alfred Lord Tynnnson	Lecture / ask questions Discussion/ brainstorming	Assignments Training Class activities
7-8	6	Enabling students to obtain knowledge	“ Lucy” by William Wordsworth	Lecture / ask questions Discussion/ brainstorming	Assignments Training Class activities

		and critical analysis of the poem's text. Enable students to obtain knowledge of the basic idea of the poem.			
9	3		Revision		
10	3		Exam		
11-12	6	Enabling students to obtain knowledge and critical analysis of the poem's text. Enable students to obtain knowledge of the basic idea of the poem.	"The Rime of the Ancient Mariner" by Samuel Tylor Coleridge	Lecture / ask questions Discussion/ brainstorming	Assignments Training Class activities
13-14	6	Enabling students to obtain knowledge and critical analysis of the poem's text. Enable students to obtain knowledge of the basic idea of the poem.	"Winter" William Shakespeare	Lecture / ask questions Discussion/ brainstorming	Assignments Training Class activities
15-16	6	Enabling students to obtain knowledge and critical analysis of the poem's text. Enable students to obtain knowledge of the basic idea of the poem.	"Lord Randal"	Lecture / ask questions Discussion/ brainstorming	Assignments Training Class activities
17	3		Revision		
18	3		Exam		

19-20	6	Enabling students to understand the traditional concept of drama and its types.	Introduction to Classical Drama	Lecture / ask questions Discussion/ brainstorming	Assignments Training Class activities
21-25	12	The ability to find the idea of the play using critical analysis.	“Oedipus Tyrannus” Sophocles	Lecture / ask questions Discussion/ brainstorming	Assignments Training Class activities
26-27	6	The ability to find and realize the ideas of the play using critical analysis.	Themes of the play	Lecture / ask questions Discussion/ brainstorming	Assignments Training Class activities
28	3		Revision		
29	3		Exam		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

- Written examinations
- Oral examinations
- Surprise tests
- Homework assignments

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Poetry and Prose Appreciation For Overseas Students Alexander, L. G. Alexander
Main references (sources)	An introduction to drama by Whitfield, George
Recommended books and references (scientific journals, reports...)	English & Comparative Literature Research Guide: Journal Articles
Electronic References, Websites	Google Scholar / Research gate

Grammar Second year

2025

Course Description Form

1. Course Name:					
Grammar					
2. Course Code:					
EG201					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
23-9-2024					
5. Available Attendance Forms:					
Students' class attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
90 hour / 150 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr. Raed fadhil mohammed Email: Raed_dusk2000@yahoo.com					
8. Course Objectives					
Course Objectives		Enabling the students to know how to use grammar and morphology methods constructing correct grammatical sentences.			
9. Teaching and Learning Strategies					
Strategy		The modern method of education, the direct application of linguistic vocabulary and its uses, and the practical application of basic skills in syntax and morphology.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2-3	6	Unit8	morphology	Theoretical explanation	Assignments and exercises
4-5-6	6	Unit8	Morphemes	Theoretical explanation	Assignments and exercises
7-8-9	6	Unit8	Morphemes	Theoretical explanation	Assignments and exercises
10-11-12	6	Unit9	Words	Theoretical explanation	Assignments and exercises
13-14-15	6	Unit9	Words	Theoretical explanation	Assignments and exercises
16-17-18	6	Unit10	Processes of word formation	Theoretical explanation	Assignments and exercises
19-20-21	6	Unit11	Inflectional paradigms	Theoretical explanation	Assignments and exercises
22-23-24	6	Unit12	Parts of speech: form class	Theoretical explanation	Assignments and exercises
		Unit13	Parts of speech: structure class		

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11. Course Evaluation

15 to the semester exam and 5 to the daily participations

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	An introductory English grammar The writer: Norman Stageberg
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Google books and research gate

Phonetics and phonology Second year

2025

Course Description Form

1. Course Name:	
Phonetics and phonology	
2. Course Code:	
EP202	
3. Semester / Year:	
2024\2025	
4. Description Preparation Date:	
27\9\2024	
5. Available Attendance Forms:	
presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hrs 150 units	
7. Course administrator's name (mention all, if more than one name)	
Name:	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Understanding phonological terms and rules Strengthening and developing students' pronunciation.....
9. Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1. Explaining the rules and terms in a simple way. 2. Providing appropriate examples and solving enough exercises. 3. Training the students on the pronunciation of words, sentences and passages. 4. Giving feedback and correcting students' mistakes. 5. Specifying 5 minutes from the lecture to make a review of what have been studied. 6. Organizing interactional activities, such as speed reading.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	6	Comprehensive understanding of the English phonological terms.	Phonetic and phonological terms	Solving the exercises and making oral quizzes	1. Attending the lectures. 2. Taking oral quizzes . 3. Terminal exams.
3-4	6	Making a review for what has been studied in the previous year with exercises	Exercises on phonemic Transcription	oral quizzes	
5-6	6	Knowing about the term stress its types, making oral exams and exercises.	Stress		
7-8	6	Other exercises on how to pronounce the word stress and sentence stress.	Exercises on word and sentence stress.		
9-10	6	Explaining the concept of the rhythm and its linguistic significance.	Rhythm		
11-12	6	Explaining the concept of intonation and its importance in communication.	Intonation		
13-14	6		Fluency		
15-16	6	Explaining the term fluency			

17-18	6	Explaining what is the omission of the glottal stop	Omission of the glottal stop		
19-20	6	Explaining the term elision and its types	Elision		
21-22	6	Explaining the term assimilation and its types, as well as practicing and making the exercises.	Assimilation		
23-25	9	Explaining the strong and weak forms of the grammatical words.	Weak and strong forms.		
26-28	9	Exercises on how to use strong and weak forms of words,	Exercises on weak and strong forms		
29-30	9	sentences, and making several oral exams	Passage 1		
	9	Practicing on pronouncing a reading passage.	Passage 2		
		Practicing on pronouncing a reading passage.			

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

20 terminal exam
 20 oral exam
 20 class activities
 20 quizzes
 20 testing speed reading

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	English phonetics and phonology
Main references (sources)	Better English pronunciation
Recommended books and references (scientific journals, reports...)	Books and links on phonetics and phonology
Electronic References, Websites	Varied as needed

Academic Writing

Second year

2025

Course Description Form

1. Course Name:					
Academic Writing					
2. Course Code:					
EW205					
3. Semester / Year:					
2024\2025					
4. Description Preparation Date:					
28\9\2024					
5. Available Attendance Forms:					
Face to face learning					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hourse 90 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof.Iqbal Sahib Dishar Email: eqbal_saheb@uomisan.edu.iq					
8. Course Objectives					
Course Objectives		<p>Teaching the student the foundations of academic writing in the English language, starting with the basic structure, such as the types of sentences and their divisions, the types of paragraphs in the English language, how to write them, and the words and vocabulary that are used to connect paragraphs, with reference to the punctuation and sorting tools.</p> <p>Explaining how the sentence is formed, its types, the extent of its influence on the composition of the piece, and the means by which the sentences are linked together.</p>			
9. Teaching and Learning Strategies					
Strategy		Lectures, brainstorming, as well as discussion and assigning students to do work papers on course topics.			
10. Course Structure					
We ek	H o u	Required Learning Outcomes	Unit or subject name	Learn ing metho	Evaluation method

	r s			d	
1-2	4	Identifying types of paragraph in English Language with dt Studying capitalization rules	Ch;1 paragraph format Capitalization rules		Examination
3-4- 5-6	8	Identifying types of sentences with talking about si sentence	Ch. 2: Narrative paragraph		
7-8- 9-10	8	Identifying parts of the paragraph, time order signals First course exam	Ch 3 : paragraph structure		
11-12	4	Identifying descriptive paragraph, how to describe places	ch4:Descriptive paragraph		
13-14	4	Identifying logical division of ideas and using spatial order signals	Ch5: logical division of ideas		
15-16 17-18	8	Talking about process paragraph with identifying the suitable words used in thi s type of writing. Talking about complex sentences,	Ch 6: process paragraph		
19	2	Second course exam			
20-21	4	Ch7: comparison/ contrast paragraph Talking about comparison contrast paragraph	Ch7: comparison/ con paragraph		
٢٤-٢٢	6	Teaching students how to start writing a rese paper	Ch8: definition paragraphs		
25\26	4	Teaching students how to write an essay	Ch9 essay writing		
27\28	4	Review the second course materials			
29\30	4	Review the first course materials with makin quiz			

11. Course Evaluation

Written exams and quizzes

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Academic writing (2 edition)
Main references (source(s))	None
Recommended books and references (scientific journals, reports...)	None
Electronic References, Websites	None

Advanced Reading Second year

2025

Course Description Form

1. Course Name:					
Advanced Reading					
2. Course Code:					
ER204					
3. Semester / Year:					
Yearly					
4. Description Preparation Date:					
14/9/2024					
5. Available Attendance Forms:					
presence					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hour / 90 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr. Najm Abdullah Burhan Email: najim@uomisan.edu.iq					
8. Course Objectives					
Course Objectives	<ul style="list-style-type: none"> Teaching students advanced reading techniques which leads to saving time when reading any topic. Acquiring a wealth of information enable students to expand their vocabulary and linguistic skills relevant to each topic covered during the lecture. Extensive utilization of critical and analytical thinking. Optimizing writing skill through reading well-written pieces. 				
9. Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none"> Exposing students to a variety of text types and genres helps them develop more effective reading skills. Readers become engaged with a selection when they are asked to respond personally to its theme. Readers sharpen their reading, vocabulary-building, and language skills when skills work is tied directly to the content and language of each reading passage Good readers make good writers. Background knowledge plays an important role in reading comprehension. 				
10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluati

		Outcomes			on method
1,2	4	*Identifying main ideas and understanding compound nouns	Chapter 1 The youngsters behind YouTube How two young men created the most popular video website in the world	*Make students explain the YouTube by a presentation, power point and answering some questions about the goal of this chapter	*Quizzes *Monthly
3,4	6	* Supporting main idea and using female and gender neutral nouns	Chapter 2 When to use female Nouns Gender-specific nouns	* Encourage students to read actively. Circling words, writing questions in the margins, and taking notes are three ways in which students can make reading a more active and meaningful experience.	=
5, 6, 7	6	* Scanning for specific information Using synonyms and antonym	Chapter 3 Your negative attitude can hurt your career The importance of keeping positive attitude.	* Get students to discuss their reactions to the readings in pairs or groups. The process of discussing questions and answers gives students an opportunity to check their comprehension more critically.	=
8, 9	4	* Making inferences Understanding verb-forming suffixes	Chapter 4 The colorful world of synesthesia A sensory condition called synaesthesia	* Play the recorded version of the reading passage and ask students to listen to how the reader groups words together. As they listen to the recording, students can lightly underline or circle the groups of words.	=
10, 11	4	* Using context Understanding figures of speech	Chapter 5 What is creative thinking? Suggestions for learning to think creatively	* Make sure that students understand the purpose of the chapter. Give them a chance to think about creativity and skills they are about to study and to set their own learning goals for the chapter.	=
12,13	4	* Recognizing sentence transitions	Chapter 6 Listen up	* The activities in this	

		Using adverbs and intensifiers	Becoming an effective listener	chapter provide students with a chance to broaden their views on the topic of the reading and to address more global issues and concerns.	=
14,15,16	6	*Summarizing Learning idiomatic expressions	Chapter 7 Students won't give up their French fries American students' obsession with food	*Ask students to describe what they see in the photo on the page and guess what the chapter is about. Have them read the quotation, restate it in their own words, and then say if they agree with it. Finally, ask what connection there might be between the image and the quotation.	=
17,18,19	6	* Paraphrasing Understanding phrasal verbs	Chapter 8 Why I quit the company? An employee's decision to resign	* In the activities that follow the explanation, students typically scan the reading to gather and analyze various types of words and then use the words in a new context.	=
20,21,22	6	* Identifying points of view Using modifiers	Chapter 9 East meets west on love's risky cyberhighway Finding a husband or wife via the internet	* Make students explain their point of view about the topic using modifiers this will help them to better comprehend the reading passage.	=
23,24	4	*Recognizing sources Forming participial adjectives	Chapter 10 Don't let stereotypes wrap your judgment The harmful effects of stereotyping	* Help the students to recognize sources and illustrate their point of view about how the stereotypes can make a negative effect	=
25, 26, 27	6	*Recognizing analogies	Chapter 11 The art of reading		

28, 29, 30	6	Learning word forms * Recognizing scenarios Understanding nouns derived from adjectives	Suggestions for becoming a skillful reader Chapter 12 When E.T. calls Exploring the possibility of extraterrestrial life	* Reading helps students develop writing skills, while writing experience helps students become better readers. * Help students to understand nouns derived from adjectives and clarify their understanding of the text	= =
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11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as the mark for the first course consists of (20 marks), in this course student are assessed basis on daily preparation and attendance (5 marks), while monthly exam includes (15 marks). Accordingly, the grade for the second course also consists of (20 marks) student in this course is being evaluated basis on either an oral test or a daily quiz (5 marks) while monthly assessment make up (15 marks). As for the final exam score of (60 marks).

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Select Readings Upper-Intermediate, oxford
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Drama

Second year

2025

Course Description Form

1. Course Name:

Drama

2. Course Code:

ED206

3. Semester / Year:

2024/2025

5. Available Attendance Forms:

Attending

6. Number of Credit Hours (Total) / Number of Units (Total)

60 Hours / 120 Unit

7. Course administrator's name (mention all, if more than one name)

Name: Asst. Prof.Ahmed Hasan Mousa

Email: ahmed.hassan@uomisan.edu.iq

8. Course Objectives

Course Objectives

- The students are to understand Modern drama by studying the social, political, and historical background of the aimed literary work. Such approach would likely enrich students' capacity to fully immerse with the material and hence understand it.

9. Teaching and Learning Strategies

Strategy

1. Theoretical Lectures
2. Practical lectures

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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1-2-3-4	2	Act 1	From Scene 1 to scene 4	• Theoretical lectures	• Quizzes
5-6-7		Act 2	From scene one to scene three	• Discussion lectures	• Monthly exams
8-9-10		Act 3	From scene one to scene three	• Power point presentation	
11-12		Act 4	From scene one to scene 3		
13-14+		Act 5	Scene 1 and 2		
quiz		Act 1	Scene 1 –scene 2		
15-16					

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Textbook: The Tragical History of the Life and Death of Doctor Faustus
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Researchgate Academia Google books
Electronic References, Websites	Spark notes Course Hero Grade saver

Short Story Second year

2025

Course Description Form

1. Course Name:					
Short Story					
2. Course Code:					
EST207					
3. Semester / Year:					
2024 – 2025					
2- Available Attendance Forms:					
Face to face					
3- Number of Credit Hours (Total) / Number of Units (Total)					
90 Hours / 120 unit					
4- Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr. Tahseen Ali Nhodar Email: tahseenali34@uomisan.edu.iq					
5- Course Objectives					
Course Objectives			1/ students acquire an understanding of the most prominent characteristics and advantages of the studying short story. 2/Students comprehend modern literary concepts. 3/ Students analyze the literary Texts.		
6- Teaching and Learning Strategies					
Strategy		Lectures and class discussions. Writing assignments on topics from the course			
7- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st	3	Introduction		Class discussion	Assignments Written & Oral Tests

2 nd	3	Elements of Short Story		=	=
3 rd	3	Characteristic of short story		=	=
4 th	3	The Open Window		=	=
5 th	3	Plot summary/ characters		=	=
6 th	3	Themes, and Literary devices		=	=
7 th	3	Test		=	=
8 th	3	The Happy Prince		=	=
9 th	3	Class Reading		=	=
10 th	3	Characters, themes		=	=
11 th	3	Symbols and Conflict		=	=
12 th	3	Test		=	=
13 th	3	Introduction The Black Cat		=	=
14 th	3	Characters and plot summary		=	=
15 th	3	Themes / Symbols / devices		=	=
16 th	3	1 st term Holiday			
17 th	3				
18 th	3	The Doll's House		=	=
19 th	3	Analysis / plot structure		=	=
20 th	3	Themes, Symbols		=	=
21 th	3	Iceberg theory, writing technique		=	=
22 th	3	Test		=	=
23 th		Cat in the Rain		=	=
24 th		Plot summary / characters		=	=
25 th		Test		=	=
26 th		The Old Man and the sea		=	=
27 th		Plot structure		=	=
28 th		Characters, themes		=	=
29 th		Irony, Literary devices		=	=
30 th		Exam		=	=
8- Course Evaluation					
60 marks Final - Exam 40 course work					
9- Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Selected Introduced and Furnished with Glossary Biographical and Critical Notes. By Fahkir Abdul-Razzak and Aziz Al-Muttalibi 2. Old man and the sea. By Ernst Hemingway		

Main references (sources)	
Recommended books and references (scientific journals, reports...)	Britannica free encyclopedia
Electronic References, Websites	None

Poetry

Second year

2025

Course Description Form

1. Course Name:	
Poetry	
2. Course Code:	
EP208	
3. Semester / Year:	
2024/2025	
4. Description Preparation Date:	
Attending	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hour / 120 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Nidhal Mahmood Mohammed Email: nidhalmahood457@gmail.com	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> – Identify the features of the 16th and 17th C – Comprehend the literary conventions and prominent poetic forms during the 16th and 17th c – Equip students to read critically and evaluate literary text. – Develop student's analytical skills through expressing orally and in writing the ideas, terms, and techniques used in a given poem.
9. Teaching and Learning Strategies	
Strategy	<p>-Teaching and learning strategies and methods adopted in the implementation of the program in general.</p> <p>-Talk about the differences between stories and poems. ...</p> <p>-Start with poems that are manageable. ...</p> <p>-Give students a chance to illustrate poems. ...</p> <p>-Read a variety of poems out loud. ...</p> <p>Be sure to include some poems written for kids and young adults.</p>

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Renaissance - Elizabethan Age	1-Introduction - Renaissance -Elizabethan Age	Theoretical	General discussion and questions
2	2	Renaissance - Elizabethan Age	Henry Howard Earl of Surrey - Spring	Theoretical	General discussion and questions
3	2	Renaissance - Elizabethan Age	Sir Thomas Wyatt- The Hind	Theoretical	General discussion and questions
4	2	Renaissance - Elizabethan Age	Sir Philip Sidney- Leave me, O Love	Theoretical	General discussion and questions
5	2	Renaissance - Elizabethan Age	Edmund Spenser - Like as a ship Sonnet 34	Theoretical	General discussion and questions
6	2	Renaissance - Elizabethan Age	Christopher Marlowe- The Passionate Shepheard to His Love	Theoretical	General discussion and questions
7	2	Renaissance - Elizabethan Age	Shakespeare.18	Theoretical	General discussion and questions
8	2	Renaissance - Elizabethan Age	Shakespeare.55	Theoretical	General discussion and questions
9	2	Renaissance - Elizabethan Age	Shakespeare.116	Theoretical	General discussion and questions
8	2	Metaphysical Poetry	An Introduction to Metaphysical Poetry "Death be not Proud" by John Donne	Theoretical	General discussion and questions
9	2	Metaphysical Poetry	George Herbert "The Collar"	Theoretical	General discussion and questions
10	2	Cavalier Poetry	An introduction to Cavalier Poetry	Theoretical	General discussion and questions
11	2	Cavalier Poetry	Robert Herrick "To Daffodils"	Theoretical	General discussion and questions
12	2	Puritans	An introduction to John Milton	Theoretical	General discussion and questions
13	2	Puritans	Paradise Lost Bk 1 lines 1-156. By Milton	Theoretical	General discussion and questions
14	2	Puritans	On his Blindness by Milton	Theoretical	General discussion and questions

15	2	Neo-Classical Period	An introduction to the Neo-Classical Period	Theoretical	General discussion and questions
16	2	Neo-Classical Period	John Dryden "Absalom and Achitophel (zimri)	Theoretical	General discussion and questions
17	2	Neo-Classical Period	Alexander Pope "Essay on Criticism" (The Critic's Task...215-252)	Theoretical	General discussion and questions

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Washburn, Katharine, John S. Major and Clifton Fadiman, World Poetry: An Anthology of Verse from Antiquity to Time. New York: Norton, 2000. ISBN: 978-0679741152
Main references (sources)	The History of English Literature
Recommended books and references (scientific journals, reports...)	1-Abrams, M.H., et., al., ed. <i>The Norton Anthology of English Literature: The Sixteenth Century/The Early Seventeenth Century</i> . 8 th ed. New York: Norton, 2006 2. Hyman, Lawrence W. <i>Andrew Marvel</i> . NY:Twyane, 1064. 3. King, Pamela. <i>Metaphysical Poets: Nork Notes Advanced</i> . London: Longman, 2001.
Electronic References, Websites	1- Goodreaders 2- CliffNotes 3- E.Notes 4- E.book 5- www. Pdf drive.net 6-www.sparknotes.com

Listening and Speaking

Second year

2025

Course Description Form

1. Course Name:	
Listening and Speaking	
2. Course Code:	
ELS209	
3. Semester / Year:	
annually	
5. Available Attendance Forms:	
Attending	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hour 90 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Wafaa Hussain Jabur Email: wafaaaltimimi@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Acquiring communicative skills. • Critical thinking • Respect others' opinions and ideas
9. Teaching and Learning Strategies	
Strategy	<p>-White board -Audios -Data Show</p> <p>After reading a text or listening to audio, the lecturer asks the students and discusses with them their points of views by referring to their grammatical and spelling mistakes. Also, any scientific beneficial information can be aroused to the learners during the lecture. Homework are very important task that needs extra sources like google and other books.</p>

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-4	2	Fluent speakers and good English communicators -Grammar -Vocabulary -pronunciation and Focus on intonation -speaking skills	Unit One "Offbeat Jobs" Listening Speaking inference Vocabulary Pronunciation Grammar Speaking skills Assessment	Whiteboard, Listening to audi Reading and discussing	Quiz, daily discussion written exam homework report
5-9	2	-Acquiring new words with their right pronunciation trying to use them answer questions	Unit Two "Where does the Time go?" The same points are Repeated in every unit	White board Data show	Presentation a Report and quiz
10	2	Monthly exam			
11-15	2	Explaining Precisely the American say And give another examples concerned the same idea.	Unit Three "A Penny Saved is a Penny Earned"	White board Data show	Daily discussion Reports, reading Passage
16-20	2	In this unit the focus on the prestige people should commit with others their behavior and many points: pronunciation, speaking skills, analyzing and critical thinking	Unit Four "What Happened to Etiquette"	Audios. Asking students about What they have heard.	Present reports And daily discussion And quiz
21-25	2	-infer new words from context -learn models possibility (may, Might, could) -create the critical Thinking and	Unit Five "The Fat Tax"	Clarification of the main ideas, audios	-Daily exam, -discussion, -Prepare reports -look in google for Further identical ideas

		Analyzing about the role of the government in reducing obesity -recognizing intonation in Questions, request, Clarification and Repetition.			
26	2	Monthly Exam			
27-30	2	The subway hero psychology lecture Altruism -express opinion -recognize the Pronunciation of The syllable (ed) -category the New Words with Similar meanings	Unit Six “Everyday Heroes”	White board. Data show White board	Daily discussion Make reports Listening to the Students’ reading
31-34	2	Gaming your way To better health Technology in the Classroom. Make predictions Identify main ideas Recognize intonation Analyze advantage And disadvantage	Unit Seven “Gaming Your Way to Better Health”	White board and Data show	Daily exam. Discussion Evaluate the students’ pronunciation and reading
35-37	2	Interpret main ideas Support ideas from One listening with Examples. Agree or disagree With opinions -pronunciation -vocabulary -grammar -videos activity	Unit Eight “endangered culture”	White board and Data show	Quiz, daily discussion
11. Course Evaluation					

Distributing the score out of 40 according to the tasks assigned to the students: 10 for written exam meanwhile 10 for daily presentation, presence, reports and monthly exam. 60 scores for the final exam: 10 for oral one while 50 for written one.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Listening and Speaking. NorthStar2 (Fourth Edition)
Main references (sources)	1-Person to Person. Communicative Speaking and Listening Skills Student Book 1 & 2. 2-Real Listening & Speaking with answers. Miles Craven.
Recommended books and references (scientific journals, reports...)	BBC NEWS CHANNEL
Electronic References, Websites	https://b.link/SEO-2024 https://www.preply.com

Methodology

Second year

2025

Course Description Form

1. Course Name:	
Methodology	
2. Course Code:	
ET210	
3. Semester / Year:	
2024–2025	
5. Available Attendance Forms:	
Attending	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours/120 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Aswan Fakhir Jasim Email: aswanfakhir@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Introducing students to the teaching profession, the role of the teacher within the classroom, and the tasks he performs to develop teaching methods and techniques to improve the quality of learning for students..... Preparing students for the application stage in the fourth stage and the teaching profession after graduation.....
9. Teaching and Learning Strategies	
Strategy	1- Guided practice 2- Open-ended questions 3- Prompting

4- Positive reinforcement					
5- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Comparison of teaching methods traditional and effective teaching methods How can the teacher develop his method of teaching?	Self-developed Language teacher	Discussion a model Of practical lesson	Assigned students in preparation a model of practical lesson
2	2	How can the teacher evaluate his teaching method and teaching abilities for the interest of students and the quality of their learning?	Exploration Of teaching	discussion	Oral questions
3	2	Comparison between conditions and study programs for students studying English as a foreign/second language to make use of them in developing language curricula.	EFL and ESL Teaching settings	Assigned Female students in preparation summary and display it by using data show	Oral questions
4	2				
5	2	Semester exam Focus on modern teaching methods	Teaching Language communicatio among people	Discussion	Oral exam

6	2	and techniques That develops communication skill among students. Focusing on the importance of the teacher's role in the class management.	Classroom Management	Discussion	Oral question
7	2	Introducing female students to the importance of use of tools and technology in teaching language and how to use them as techniques for teaching students.	EFL/ESL Materials, media and Technology	Discussion	Oral questions
8	2	Introducing students with the importance of that language teacher must be familiar with the culture of English speaking countries	Culture and language teacher	Discussion	Oral questions
9	2	Introducing students to the role of teacher in helping students to improve communication skill and suggest a number of activities which improve their listening skill.	Teaching students comprehend spoken English	Discussion	Oral questions
10	2		Teaching the conversation	Assigned Female	

11	2	Introducing students to the techniques and activities teacher can use in teaching conversation and pronunciation.	class	students in preparation summary and display it by data show	Oral questions
12	2	Introducing students to the methods that teacher can use to teach reading skill and how to infer the meaning from context.	Teaching students to read for meaning	Discussion	Oral questions
13	2	Semester exam Students will be familiar with correct steps of writing, how to avoid great amount of grammatical and spelling mistakes and kinds of writing activities	Teaching students how to process writing	Discussion	Assigned students in preparation a model of practical lesson

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6– Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

7– Learning and Teaching Resources

Required textbooks (curricular books, if any)	Jerry G. Gebhard, "Teaching English a Foreign or Second Language", 2 nd e
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Forum of teaching English journal
Electronic References, Websites	

Grammar

Third year

2025

Course Description Form

1. Course Name:	
Grammar	
2. Course Code:	
EG301	
3. Semester / Year:	
Annual	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hour/ 150 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Mohammad Jabbar Lazim Email: mohammed.jabbar@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Teaching English grammar rules for the third-year students at f the Department of English. • Introducing students to the rules for producing well-formed grammatical sentences and enhancing speaking skill from a grammatical standpoint. <p>A- Cognitive objectives</p> <ol style="list-style-type: none"> 1. Teaching female students to produce well-formed grammatical sentences 2. Identify the components of English sentences 3. Identify the verbal sentence, the nominal sentence, adjectives, and adverbs in the English language <p>B – Objectives of the course's skills</p> <ol style="list-style-type: none"> 1. Teaching students the accurate writing skill 2. Teaching them how speaking properly 3. Teaching them the skills of teaching the language in the future
9. Teaching and Learning Strategies	

Strategy	<ol style="list-style-type: none"> 1. Explaining the topics on board 2. Showing selected videos from the Internet produced by specialised institutions in language learning 3. Asking students to contribute to explaining the material after listening to the explanation by the instructor 4. Forming discussion groups during lectures to discuss and analyse the material 5. Asking students a set of thinking questions during lectures, such as what, how, and when for specific topics. 6. Giving students homework through the Classroom platform, which requires self-explanations in causal ways and examples to be solved. The solution is sent electronically, and the solutions are discussed in the classroom after they are displayed on the screen. 7. Solving exercises directly on board.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-3	3	Grammar of Elements	٢	Explanation the board displaying videos PowerPoint slides	Oral and Written Exams
4-11	3	Verbs and the verb phrase	٣	Explanation the board displaying videos PowerPoint slides	Oral and Written Exams
20-12	3	Nouns, pronoun and the basic noun phrase	٤	Explanation the board displaying videos PowerPoint slides	Oral and Written Exams
25-21	3	Adjectives and adverbs	٥	Explanation the board displaying videos PowerPoint slides	Oral and Written Exams

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<ul style="list-style-type: none">- A University Grammar of English- PPT files on translation prepared by Dr. Abdul-Ilah Niama As-Saadi
Main references (sources)	A University Grammar of English
Recommended books and references (scientific journals, reports...)	Keys to Teaching Grammar to English Language Learners
Electronic References, Websites	<ul style="list-style-type: none">- Classroom- Telegram- YouTube

linguistics

Third year

2025

Course Description Form

1. Course Name:	
linguistics	
2. Course Code:	
GL302	
3. Semester / Year:	
2024/2025	
5. Available Attendance Forms:	
attendee	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hours / 150 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Furqan Abdul Ridha kareem Email: furqan-altaie@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Studying main properties of language. Exposing students to main spheres of language. Teaching students techniques used in analysis. Dealing with phonetics, morphology and syntax
9. Teaching and Learning Strategies	
Strategy	Discussions/presentations by students/brain storm
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2-3	3	Knowing how language is originated	The origins of language	المحاضرة والمناقشة	الواجبات والاختبارات والتفاعل
4-5-6	3	Dealing with properties that differentiate between animal and human language	Animals and human language	=	=
7-8-9	3	what physical aspects of the human vocal tract are involved in the production of sounds.	The sounds of language	=	=
10-11-12	3	Describing systems and patterns of speech sounds (phonology)	The sound patterns of language		
13-14	3		Review for the first 4 chapters	=	=
15	3		Monthly exam		
16-17-18	3	Exploring some of the basic processes by which new words are created.	Word formation		
19-20-21	3	Knowing how to describe linguistic forms	Morphology	=	=
22-23-24	3	describing the structure of phrases and sentences	Grammar	=	=
25-26-27	3	Knowing the underlying rule system of generating sentences	Syntax	=	=
28-29	3		Review for ch.5+ 6+7+8		

30	3		Monthly Exam		
11. Course Evaluation					
daily preparation 10, monthly exams 20 & final exam out of 60					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			The study of language		
			George Yule		
			تقاریر		

Academic Writing Third year

2025

Course Description Form

1. Course Name:	
Academic Writing	
2. Course Code:	
EW303	
3. Semester / Year:	
2024-2025	
5. Available Attendance Forms:	
attendee	
6. Number of Credit Hours (Total) / Number of Units (Total): 60	
60 hour / 90 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Iqbal Sahib Dishar Email: eqbal_saheb@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Developing the students' ability to produce effective and appropriate academic writing Developing the students' ability to write research papers that typifies the requirements and expectations of a different academic discipline. Developing the critical reading and thinking strategies that academic writing requires. Applying a combined process and product approach to effective and appropriate academic writing throughout the course, with students receiving individual mentoring in addition to class tuition
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> Lecturing, using interactive board, using data show or TV, videos and Telegram Providing the students with the basics and additional material related to the outcomes of analyzing the different texts to know their characteristics. Practicing brainstorming to discuss the writing topics, analyse them, and making a plan for writing the essay. This will need thinking and analyzing. Posing a group of questions that need thinking during the lectures, such as what, how and when for specific topics.

	<ul style="list-style-type: none"> Assigning homework for the students that need personal interpretations in causal methods. Examples for questions that need to be solved are also given. These will be discussed in the class. Writing academic researches to learn and practice the academic methodology
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Review of paragraph structure: analysing the model: parts and place of the topic sentence, the introduction with its supporting sentences and conclusion. Word families.	Ch. One: Paragraph Structure	Lecture and discussion	Solving the chapter exercises
2	2	Reviewing how to write a short essay: learning the steps of writing: pre-writing, organizing ideas, writing a draft, reviewing and editing the draft, the final version	The practical part of Ch. 1	Lecture and discussion	Writing essays
3-4	4	Unity and Coherence: Analysing the unity of a model and how to achieve coherence: by repetition of key nouns, consistent pronouns, transition signals and logical order.	Ch.2	Lecture and discussion	Solving the chapter exercises
5-6	4	Learning how to brainstorm pre-writing, organize	The practical	Lecture and discussion	Writing essays

		ideas, write a draft, review the draft and write the final version	part of Ch. 2		
7-8	4	Learning the principles of academic research: learning paraphrasing, documenting, summarizing, quoting correctly from outside sources, documenting the sources and avoiding plagiarism	Ch.3	Lecture and discussion	Solving the chapter exercises
9-10	4	Learning how to search electronic engines	Outside electronic sources and sites	Lecture, discussion and using electronic sites	Practical research
11-12	4	Learning the parts of an academic research and how to write it; using outside sources whether written or electronic	Ch.3 along with outside sources for the research paper	Lecture and discussion	Practical research
13-14	4	Writing a research paper	The practical part of ch.3	Lecture and discussion	Writing a research paper
15	2	Term exam			tests
16-17	4	Analysing the essay parts: introductory paragraph, body, concluding paragraph	Ch. 4	Lecture and discussion	Solving the chapter exercises
18-19	4	Writing an essay	The practical part of Ch. 4	Lecture and discussion	Writing essays

20-21	4	Analyzing a process essay: Parts, transition signals, analyzing vocabulary and their parts	Ch. 5	Lecture and discussion	Solving the chapter exercises
22-24	4	Writing a process essay	The practical part of Ch. 5	Lecture and discussion	Writing essays
25-26	4	Cause/Effect essays	Ch. 6	Lecture and discussion	Writing cause/effect essays
27-28	4	Comparison/contrast essays	Ch. 7	Lecture and discussion	Writing comparison/contrast essays
29	2	Argumentative essays	Ch. 8	Lecture and discussion	Writing argumentative essays
30	2	Review and term exam		Lecture and discussion	test

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Alice Oshima and Anne Hogue. <i>Longman Academic Writing Series (Level 4): Essays</i> . 5 th edition Stephen Bailey. <i>Writing Academic English, International Students</i> . 3 rd Edition.
Main references (sources)	Students use different sources for writing the research paper(s)
Recommended books and references (scientific journals, reports...)	Students need to refer to outside sources and journals to write academic research(s)
Electronic References, Websites	Students use electronic outside sources write academic research(s)

listening and speaking

Third year

2025

Course Description Form

1. Course Name:					
listening and speaking					
2. Course Code:					
ELS304					
3. Semester / Year:					
2024-2025					
5. Available Attendance Forms:					
Class attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hours / 90 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst.Lect.Muthana Shareef Oudah Email: muthanasharif@uomisan.edu.iq					
8. Course Objectives					
Course Objectives			Introducing students to western culture through exp from the book and developing speaking and listening s to the texts and in their daily conversations		
9. Teaching and Learning Strategies					
Strategy		Discussion in presenting the topic as a communication method a preparing reports that clarify the most essential issues with referer to the course.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2-3	6	Unit1	A test of endurance	Questions and discussions	Duties and daily exercises
4-5-6	6	Unit2	Avoiding identity theft	Questions and discussions	Duties and daily exercises
7-8-9	6	Unit3	Why explore space	Questions and discussions	Duties and daily exercises
10-11-12	6	Unit4	Words that persuade	Questions and discussions	Duties and daily exercises
13-14-15	6	Unit5	Follow your passion	Questions and discussions	Duties and daily exercises
16-17-18	6	Unit6		Questions and discussions	Duties and daily exercises

19-20-21 22-23-24	6 6	Unit7 Unit8	Culture&commerce Before you say 'I do' Reducing your carbon footprint	Questions and discussions Questions and discussions	Duties and daily exercises Duties and daily exercises
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11. Course Evaluation

15 for semester exam and 5 for daily participations and exams.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Northstar3 listening and speaking
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Google books and research gate

Novel

Third year

2025

Course Description Form

1. Course Name:

Novel

2. Course Code:

EN305

3. Semester / Year:

2024/2025

5. Available Attendance Forms:

Attendance

6. Number of Credit Hours (Total) / Number of Units (Total)

90 hour

150 unit

7. Course administrator's name (mention all, if more than one name)

Name: Asst. Prof. Dr. Rana Ali Mhoodar

Email: ranaali82@uomisan.edu.iq

8. Course Objectives

Course Objectives

The students would be able to understand the meaning of the Victorian novel and differentiate it from the other literary genres. Also, they would be able to associate the aimed literary texts with the social, political, and historical background of the Victorian Age. Such an approach would likely enrich students' capacity to fully immerse with Hard Times and Wuthering Heights and hence understand them.

9. Teaching and Learning Strategies

Strategy

1. Theoretical Lectures
2. Practical lectures

10. Course Structure

Week	Hou rs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st Week	3	Understanding, analyzing, and acquiring knowledge about the subject.	The Similarities and the Differences between Short Story, Novella and Novel	<ul style="list-style-type: none"> •Theoretical lectures •Discussion lectures •Powerpoint presentation 	<ul style="list-style-type: none"> •Quizzes •Exams
2 nd Week	=	=	The Rising of the Victorian Novel		
3 rd Week			The Victorian Trend: "The Comedic Tradition"		
4 th Week	=	=	Charles Dickens's Biography and Works: The Characteristics of Dickens's Early and Later works		
5 th Week	=	Evaluating and testing students' knowledge	Exam		
6 th Week	=	=	Synopsis of <i>Hard Times</i>		
7 th Week	=	=	Main and Secondary Characters in <i>Hard Times</i>		
8 th Week	=	=	Synopsis and Critical Analysis of Book the First: Sowing		
9 th Week	=	=	Synopsis and Critical Analysis of Book the Second: Reaping		
10 th Week	=	=	Synopsis and Critical Analysis of Book the Third: Garnering		
11 th Week	=	Evaluating and testing students' knowledge	Exam		
12 th Week	=	Understanding, analyzing, and acquiring knowledge about the subject	The Main Themes in <i>Hard Times</i>		
13 th Week	=		The Main symbols in <i>Hard Times</i>		
14 th Week	=	=	The Main Quotations in <i>Hard Times</i>		
15 th Week	=	=	Completion		
16 th Week	=	=	Completion		
17 th Week	=	Evaluating and testing students' knowledge	Exam		
18 th Week	=	Understanding, analyzing, and acquiring knowledge about the subject	Emily Bronte's Biography and Works		
19 th Week	=	=	Women's Role in the Victorian Period		
20 th Week	=	=	Introduction and Synopsis of <i>Wuthering Heights</i>		
21 th Week	=	=	The Main and Secondary Characters in <i>Wuthering Heights</i>		
22 th Week	=	=	The Main Themes in <i>Wuthering Heights</i>		
23 th Week	=	=	The Main Symbols in <i>Wuthering Heights</i>		

24th Week	=	=	Critical Analysis of <i>Wuthering Heights</i>		
25th Week	=	Evaluating and testing students' knowledge	Exam		
26th Week	=	Understanding, analyzing, and acquiring knowledge about the subject	The Main Quotations in <i>Wuthering Heights</i>		
27th Week	=	=	Completion		
28th Week	=	=	Completion		
29th Week	=	Evaluating and testing students' knowledge	Exam		

11. Course Evaluation

Distributing the score out of ۲۰ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ,etc.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. <u>Hard Times</u> by Charles Dickens 2. <u>Wuthering Heights</u> by Emily Bronte
Main references (sources)	1. <u>The English Novel: Part I</u> by Timothy Spurgin 2. <u>The Cambridge Guide to Literature in English</u> by Ian Ousby
Recommended books and references (scientific journals, reports...)	Google Scholar Google books Academia ResearchGate
Electronic References, Websites	https://www.sparknotes.com/ https://www.coursehero.com/ https://www.litcharts.com/ https://www.enotes.com/ https://www.123helpme.com/ https://www.gradesaver.com/

Drama

Third year

2025

Course Description Form

1. Course Name:	
Drama	
2. Course Code:	
ED306	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
Attending lectures only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hour / 150 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Salim Kadhim Abbas Email: salimenglish69@gmail.com	
8. Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. Introducing students to the importance of drama. 2. Developing students' ability to analyse dramatic texts. 3. Developing students' vocabulary 4. Through discussion students ability of speaking will be developed 5. Using English properly through reading English texts. 6. Developing students' ability to write articals •
9. Teaching and Learning Strategies	
Strategy	Dividing students into groups and start discussions and questioning each other while the teachers' role is guiding.

10.Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st week	3		Introduction to 16-17 th century Drama	المحاضرة والمناقشة	الواجبات والاختبارات
2 nd week	٣		Elements and Characteristic of Drama	=	=
3 rd week	٣		Introduction to English Drama	=	=
4 th week	٣		William Shakespeare life and works	=	=
5 th week	٣		Hamlet Characters	=	=
6 th week	٣		Hamlet plot summary	=	=
7 th week	٣		Hamlet Act One	=	=
8 th week	٣		Hamlet Act Two	=	=
9 th week	٣		Hamlet Act Three	=	=
10 th week	٣		Hamlet Act Four	=	=
11 th week	٣		Hamlet Act Five	=	=
12 th week	٣		Hamlet Themes	=	=
13 th week	٣		Hamlet Symbols	=	=
14 th week	٣		Hamlet quotations	=	=
15 th week	٣		<i>Revision+ Exam</i>	=	=
16 th week	٣		Spring Holyday	=	=
17 th week	٣			=	=
18 th week	٣		Introduction to Twelfth Night play	=	=
19 th week	٣		The Twelfth night Context	=	=
20 th week	٣		Theatrical Performances in Shakespeare's Time	=	=

21 st week	۳		Twelfth night Main Characters	=	=
22 nd week	۳		Twelfth night Minor Characters	=	=
23 rd week	۳		Twelfth night Plot Summary Act One	=	=
24 th week	۳		Twelfth night Act Two	=	=
25 th week	۳		Twelfth night Act Three	=	=
26 th week	۳		Twelfth night Act Four	=	=
27 th week	۳		Twelfth night Act Five	=	=
28 th week	۳		Twelfth night Themes	=	=
29 th week	۳		Twelfth night Symbols	=	=
30 th week	۳		Exam	=	=

11.Course Evaluation

Quizzes and Final exams and lots of homeworks

12.Learning and Teaching Resources

1. <i>Hamlet</i> by William Shakespeare. 2. <i>Twelfth Night</i> by William Shakespeare	
<i>Elizabethan Drama: Modern Essays in Criticism</i> By R.j. kaufmann ed. London: Oxford University Press Inc., 1961.	
<i>The Cambridge Anthology of English Literature</i>	
Articles in Google scholar & research gate	

Poetry Third year

2025

Course Description Form

1. Course Name:	
Poetry	
2. Course Code:	
EP307	
3. Semester / Year:	
2024/2025	
5. Available Attendance Forms:	
Attending Lectures only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hours/120 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Afrah Abduljabbar Abdulsahib Email: afrah.abduljabbar@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. Enabling students to obtain knowledge and understanding of Romantic and Victorian poetry. 2. Enabling students to obtain knowledge of the types of poetic schools and literary movements. 3. Enabling students to obtain knowledge and critically analyze the text of the poem.....
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> - Follow up on scientific development by contacting international universities via the Internet - Participation in scientific conferences inside and outside the country - Participation in scientific workshops and seminars inside and outside the country

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	6	Introduction to the Preromantic	Introduction to the Preromantic		
11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc <ul style="list-style-type: none"> • Training: Providing a trial lesson (daily preparation) • Writing a daily lesson plan (daily review) • Activating the four skills in teaching (daily preparation) • Using modern educational methods in the lesson (daily preparation) • Assignments and class contributions • Writing a report after the Practicum period 					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Course Description Form

1. Course Name:	
Pedagogy and curriculum Innovations	
2. Course Code:	
3. Semester / Year:	
2024-2025	
4.	
5. Available Attendance Forms:	
Traditional attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3/ 4	
7. Course administrator's name (mention all, if more than one name)	
Name: Instr.Tuqa Mohammed Hannon Email: Tuqa.mohammed@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	1. Explain the development of language teaching methodologies and use the rationale behind current methods and teaching practices to inform their own teaching practice. 2. Read, understand, and think critically about current research pertaining to teaching methods and language teaching techniques to inform curriculum development. 3. Provide a professional review of foreign or second language materials in light of current trends in teaching methodologies that can be used for initial textbook adoption, guidance in the use of materials , or the adaptation of materials. 4. convey to others a coherent and well- articulated theory _ based teaching philosophy grounded in empirically tested research.
9. Teaching and Learning Strategies	
Strategy	Lectures, Discussions, Practical applications

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-10	30	<p>1. Explain the development of language teaching methodologies and use the rationale behind current methods and teaching practices to inform their own teaching practice.</p> <p>2. Read, understand, and think critically about current research pertaining to teaching methods and language teaching techniques to inform curriculum development.</p> <p>3. Provide a professional review of foreign or second language materials in light of current trends in teaching methodologies that can be used for initial textbook adoption, guidance in the use of materials , or the adaptation of materials.</p> <p>4. convey to others a coherent and well- articulated</p>	Traditional and new trends in language teaching methods.	Lectures, discussions	Written and oral exams.

11-21	33	theory _ based teaching philosophy grounded in empirically tested research.	How to teach English language skills and components. Lesson planning and curriculum concept	Lectures, discussions, practical applications Lectures, discussions, practical applications	Written and oral exams. Written and oral exams.
22-30	27				

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports..... etc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Techniques and principal in language -trends in ELT designs		
Main references (sources)			Methodology in language teaching;an anthology of current practices.		
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Grammar

Fourth year

2025

Course Description Form

1. Course Name:	
Grammar	
2. Course Code:	
EG401	
3. Semester / Year:	
2024-2025	
5. Available Attendance Forms:	
Classes	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours/ 150 credits	
7. Course administrator's name (mention all, if more than one name)	
Name: Mariam Naeem Hassan Email: maerammrym3@gmail.com	
8. Course Objectives	
Course Objectives	<p>Understand the formation of words and sentences.</p> <p>Analyze words and sentences into their constituent parts.</p> <p>Interpret sentences according to the English word system.</p> <p>Recognize the student's ability to produce grammatical sentences.</p>
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> ● Lectures ● Power point lectures ● Classroom activities ● Presentation of curriculum-related films inside the class.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		The patterns simple sentence	lecture	Test
2	3		Complementation	=	Test
3	3		Optional adverbials	=	Test
4	3		Transformational relations	=	Test
5	3		Intensive Relation	=	Test
6	3		Multiple class membership of verbs	=	Test
7	3		Syntactic Role of the elements of the sentence	=	Test
8	3		Syntactic Role of the elements of the sentence	=	Test
9	3		Semantic Role of the elements of the Sentence	=	Test
10	3		Semantic Role of the elements of the sentences	=	Test
11	3		Concord	=	Test
12	3		Concord	=	Test
13	3		Question	=	Test
14	3		Question	=	Test

15	3		Negation	=	Test
16	3		Coordination and Subordination	=	Test
17	3		Finite, non-finite and verbless clauses	=	Test
18	3		Finite and non-finite clauses	=	Test
19	3		practicum		
20	3		=		
21	3		=		
22	3		=		
23	3		=		
24	3		=		
25	3		Verbless clauses		Test
26	3		Functional classification dependent clauses		Test
27	3		Nominal Clauses		Test
28	3		Wh-interrogative Clauses		test
29	3		Adverbial Clauses		Test
30	3		Nominal Relative clauses		Test
11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					

12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	R .Quirk University Grammar of English
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

linguistics

Fourth year

2025

Course Description Form

1. Course Name:	
Linguistics	
2. Course Code:	
EP402	
3. Semester / Year:	
Fourth Year	
5. Available Attendance Forms:	
attendee	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hour / 150 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Iqbal Sahib Dishar Email: eqbal_saheb@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • • •
9. Teaching and Learning Strategies	
Strategy	
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding and comprehension	Introduction to Linguistics	Lecture and discussion	Personal evaluation
2	3	=	Semantics	Lecture and discussion	Personal evaluation
3	3	=	Semantics	Lecture and discussion	Personal evaluation
4	3	=	Semantics	Lecture and discussion	Personal evaluation
5	3	=	Chapter Review	Lecture and discussion	Oral Exam
6	3	=	Pragmatics	Lecture and discussion	Personal evaluation
7	3	=	Pragmatics	Lecture and discussion	Personal evaluation
8	3	=	Pragmatics	Lecture and discussion	Personal evaluation
9	3	=	Chapter Review	Lecture and discussion	Oral Exam
10	3	=	Discourse Analysis	Lecture and discussion	Personal evaluation
11	3	=	Discourse Analysis	Lecture and discussion	Personal evaluation
12	3	=	Discourse Analysis	Lecture and discussion	Personal evaluation
13	3	=	Chapter Review	Lecture and discussion	Oral Exam
14	3	=	Review for Exam	Lecture and discussion	Personal evaluation
15	3	=	First Term Exam	Exam	Written Exam
16	3	=	First Language Acquisition	Lecture and discussion	Personal evaluation
17	3	=	First Language Acquisition	Lecture and discussion	Personal evaluation
18	3	=	First Language Acquisition	Lecture and discussion	Personal evaluation
19	3	=	Chapter Review	Lecture and discussion	Oral Exam
20	3	=	Second Language Acquisition/Learning	Lecture and discussion	Personal evaluation

21	3	=	Second Language Acquisition/Learning	Lecture and discussion	Personal evaluation
22	3	=	Second Language Acquisition/Learning	Lecture and discussion	Personal evaluation
23	3	=	Chapter Review	Lecture and discussion	Oral Exam
24	3	=	Language and Culture	Lecture and discussion	Personal evaluation
25	3	=	Language and Culture	Lecture and discussion	Personal evaluation
26	3	=	Language and Culture	Lecture and discussion	Personal evaluation
27	3	=	Chapter Review	Lecture and discussion	Oral Exam
28	3	=	Review for Exam	Lecture and discussion	Personal evaluation
29	3	=	Review for Exam	Lecture and discussion	Personal evaluation
30	3	=	Second Term Exam	Exam	Written Exam

11. Course Evaluation

Final Exam = 60 marks
 First and Second Terms = 30 marks
 Oral Exam = 5
 Attendance = 5

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The Study of language (Fourth Edition) George Yule
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Novel

Fourth year

2025

Course Description Form

1. Course Name:	
Novel	
2. Course Code:	
EN403	
3. Semester / Year:	
2024 / 2025	
5. Available Attendance Forms:	
attendee	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hours 150 Credit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Inst. Haider Ali Abdul Hasan Email: hyaderali1990@gmail.com	
8. Course Objectives	
Course Objectives	1–The student should learn about the most important characteristic features of the modern novel. 2–The student should understand the new literary terms that have appeared in the modern age. 3–The student should be able to read the Two texts (<i>Lord of the Flies</i>) and (<i>Animal Farm</i>) in clear and correct English. 4–The student should be able to analyze the literary texts in the novels mentioned above and explain the most important ideas, themes and lessons in these novels.
9. Teaching and Learning Strategies	

Strategy	<ul style="list-style-type: none"> • Discussion and dialogue in presenting the topic as a modern communication method. • Using visual and audio aids for explanation such as PDF files, films, CDs and power points about the novel. • Divide the students into groups to discuss the main topics in the novel that require thinking and analysis, for example: the characters and their development, the moral lessons, as well as the important literary quotes. • Giving students homework that requires self-explanation with causal methods and examples to be solved.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st week	3	The student acquires general information about the modern age in general and the modern novel in particular	Introduction to modern novel	Lecture, discussion and asking questions	Assignments and tests
2 nd week	3	The student obtains knowledge of the characteristic features of the modern novel	Introduction to <i>Lord of the Flies</i>	Lecture, discussion and asking questions	Assignments and tests
3 rd week	3	The student obtains knowledge of character analysis	The main characters of the novel	Lecture, discussion and asking questions	Assignments and tests
4 th week	3	1– The student obtains	Chapter 1+2	Lecture,	Assignments

		knowledge of analyzing literary texts 2– Activating the use of the four English language skills		discussion and asking questions	and tests
5 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 3+4	Lecture, discussion and asking questions	Assignments and tests
6 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 5+6	Lecture, discussion and asking questions	Assignments and tests
7 th week	3	1– The student obtains knowledge of analyzing the ideas, themes, and moral lessons in the novel and discussing them in a correct scientific way. 2– Activating speaking and writing skills	Revision+ Exam	Lecture, discussion and asking questions	Tests
8 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 7+8	Lecture, discussion and asking questions	Assignments and tests
9 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 9+10	Lecture, discussion and asking questions	Assignments and tests

10 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 11+12	Lecture, discussion and asking questions	Assignments and tests
11 th week	3	1– The student obtains knowledge of analyzing the ideas, themes, and moral lessons in the novel and discussing them in a correct scientific way. 2– Activating speaking and writing skills	The main symbols and themes in the novel	Lecture, discussion and asking questions	Assignments and tests
12 th week	3	Activate writing skill	Completion + Exam	Lecture, discussion and asking questions	Assignments and tests
13 th week	3	1– The student obtains knowledge of the characteristic features of the modern novel 2– Activating the skills of knowledge and memory	Introduction to <i>Animal Farm</i>	Lecture, discussion and asking questions	Assignments and tests
14 th week	3	The student obtains knowledge of character analysis	The main characters of the novel	Lecture, discussion and asking questions	Assignments and tests
15 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 1+2	Lecture, discussion and asking questions	Assignments and tests
16 th week	3	1– The student obtains	Chapter 3+4	Lecture,	Assignments

		knowledge of analyzing literary texts 2– Activating the use of the four English language skills		discussion and asking questions	and tests
17 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 5+6+ [Exam]	Asking questions	Assignments and tests
18 th week	3	/	Application in Schools	/	/
19 th week	3	/	Application in Schools	/	/
20 th week	3	/	Application in Schools	/	/
21 st week	3	/	Application in Schools	/	/
22 nd week	3	/	Application in Schools	/	/
23 rd week	3	/	Application in Schools	/	/
24 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 7+8	Lecture, discussion and asking questions	Assignments and tests
25 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 9+10	Lecture, discussion and asking questions	Assignments and tests
26 th week	3	1– The student obtains knowledge of analyzing the	The main symbols in the novel	Lecture, discussion	Assignments and tests

		ideas, themes, and moral lessons in the novel and discussing them in a correct scientific way. 2– Activating speaking and writing skills		and asking questions	
27 th week	3	1– The student obtains knowledge of analyzing the ideas, themes, and moral lessons in the novel and discussing them in a correct scientific way. 2– Activating speaking and writing skills	The main themes in the novel	Lecture, discussion and asking questions	Assignments and tests
28 th week	3	Activate speaking skill	The main quotations in the novel	Lecture, discussion and asking questions	Assignments and tests
29 th week	3	Activating the four English language skills: listening, reading, speaking, and writing.	Revision	Lecture, discussion and asking questions	Assignments and tests
30 th week	3	Activate writing skill	Exam	Asking questions	Tests

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

Evaluation Methods:

- Written Exams
- Oral Exams
- Quizzes
- Homework and activities
- Presentations

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

1-*Lord of the Flies* by William Golding.

	2- <i>Animal Farm</i> by George Orwell.
Main references (sources)	<ul style="list-style-type: none"> • George Orwell's <i>Animal Farm</i> (Bloom's Modern Critical Interpretations) • William Golding's <i>Lord of the Flies</i> (Bloom's Modern Critical Interpretations) • The Modern Novel: A Short Introduction by Jesse Matz
Recommended books and references (scientific journals, reports...)	PMLA (Publications of the Modern Language Association)
Electronic References, Websites	/https://www.sparknotes.com /https://www.gradesaver.com /https://www.litcharts.com /https://www.cliffsnotes.com Google Scholar Research gate

Drama

Fourth year

2025

Course Description Form

1. Course Name:	
Drama	
2. Course Code:	
ED404	
3. Semester / Year:	
Yearly 2024–2025	
4. Date:	
14/3/2024	
5. Available Attendance Forms:	
attendee	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hour / 150 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Rana Ali Mhoodar Email: ranaali82@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Introducing students to modern and contemporary theatre. Introducing the students to the importance of theater by placing it in its historical background. Political, cultural, and social. Using the English language by reading Literary (theatrical) texts. Developing students' ability to analyze literary theatrical texts. Adding vocabulary and expressions used in these texts that contribute to enriching the language Linguistic student. Developing students' linguistic abilities through reading, discussion, and writing

- Developing students' ability to write articles related to these theatrical texts.

9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • Lecture method and use of the interactive whiteboard. • Explanation and clarification. • Providing students with the basics and additional topics related to thinking outcomes <p>Analysis of literary texts for the purpose of analyzing and discussing them.</p> <ul style="list-style-type: none"> • Forming discussion groups during lectures to discuss the topics of the play • The established methodology that requires thinking and analysis, for example: characters <p>Its development, moral lessons, as well as specific important texts and sayings.</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1st week	۳	Knowledge of the theoretical aspects of the subject	Introduction to 20th century	Practical and theoretical application	Daily and oral Exam
2nd week	۳		Drama		
3rd week	۳		Elements and Characteristic of		
4th week	۳		Drama		
5th week	۳		Introduction to English Drama		
6th week	۳		Bernard Shaw life and works		
7th week	۳		Arms and the Man Characters		
8th week	۳		Arms and the Man plot summary		
9th week	۳		Revision+ Exam		
10th week	۳		Arms and the Man Act One		
11th week	۳		Arms and the Man Act Two		
12th week	۳		Arms and the Man Act Three		
13th week	۳		Arms and the Man Themes		
14th week	۳		Arms and the Man Symbols		
15th week	۳		Arms and the Man quotations		

16th week			Arms and the Man quotations		
17th week	۳		Revision+ Exam		
18th week	۳		Spring Holyday		
19th week			Introduction to theater in the twentieth century		
20th week	۳				
	۳		characteristics/topics of Absurd theatre		
21st week					
	۳		Introduction to the playwright Samuel Beckett/characteristics of his theater/achievements		
22nd week	۳				
23rd week			Characters and summary of his play "Waiting for Godot"		
	۳				
24th week			"Waiting for Godot", Act I		
25th week	۳		"Waiting for Godot", Act II		
26th week	۳		review + exam		
27th week			Themes of "Waiting for Godot"		
28th week	۳		Symbols of "Waiting for Godot"		
29th week	۳		Quotations		
30th week			Review+ Second term exam		

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

First term (20 marks)

1- Preparation and daily exams, 5 marks

2- Daily reports and tests, 5 marks

The monthly exam is 10 marks

Second term (20 marks)

1- Preparation and daily exams, 5 marks

2- Daily reports and tests, 5 marks

The monthly exam is 10 marks

Final exam: 60 marks

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1 - G.B.Shaw's <i>Arms and the Man</i> 2- Samuel Beckett's <i>Waiting for Godot</i>
Main references (sources)	<i>G.B.Shaw: A Collection of Critical Essays</i> by R.J.Kaufmann The Theater of Absurd by Martin Asslin -Encyclopedia Britannica

	Modern Theatres 1950–2020. Edited By David Staples
Recommended books and references (scientific journals, reports...)	The Cambridge Anthology of English Literature
Electronic References, Websites	1- www.sparknotes.com/sparknotes 2- https://www.cliffsnotes.com/literature 3- www.shmoop.com

Poetry Fourth year

2025

Course Description Form

1. Course Name:					
Poetry					
2. Course Code:					
EP405					
3. Semester / Year:					
2024/2025					
5. Available Attendance Forms:					
attendee					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hour / 120 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr. Nidhal Mahmood Mohammed Email: nidhalmahood457@gmail. com					
8. Course Objectives					
Course Objectives		1. The aim of this course is to study the English poetry of the Twentieth Century. 2. It enables the students to have a clear idea about the various modern schools . 3. It also improves the fourth-year Student's linguistic and critical abilities.			
9. Teaching and Learning Strategies					
Strategy		Lectures and Discussion Assigning students to create worksheets on course topics.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
٢-١	٤		Introduction to the Modern Poetry	Lecture and discussion	Assignments and tests
٤-٣	٤		The Symbolist Movement W. B. Yeats: "Sailing to Byzantium"	Lecture and discussion	Assignments and tests
٦-٥	٤		Georgian Poets	Lecture and discussion	Assignments and tests

٨-٧	٤		Walter de la Mare “the Listeners”	Lecture and discussion	Assignments and tests
١٠-٩	٤		Introduction to the American Poetry	Lecture and discussion	Assignments and tests
١٢-١١	٤		The Imagist Movement “ The love song of J. Alfred Prufrock by T.S. Eliot	Lecture and discussion	Assignments and tests
١٤-١٣	٤		.The Socialist School Auden: “The unknown citizen”	Lecture and discussion	Assignments and tests
١٦-١٥	٤		Neo-Romanticism Dylan Thomas”Fern Hill”	Lecture and discussion	Assignments and tests
٢٤-١٩	١٢	Application of education in schools			
٢٦-٢٥	٤		Extremist Art Ted Hughes “Thought Fox	Lecture and discussion	Assignments and tests
٢٨-٢٧	٤		Introduction to the Movement Poets Philip Larkin “ At Grass”	Lecture and discussion	Assignments and tests

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Maurice Wollman (ed.), Ten Twentieth Century Poets
Main references (sources)	The Norton Anthology to English Literature
Recommended books and references (scientific journals, reports...)	Internet Encyclopedias and websites.

Translation Fourth year

2025

Course Description Form

1. Course Name:	
Translation	
2. Course Code:	
ET406	
3. Semester / Year:	
2024-2025	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hour / 90 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Ahmed Hasan Mousa Email: ahmed.hassan@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Teaching students the basics of translation, its types, types of meanings, and methods of translating them from English to Arabic and vice versa, as well as translation problems and how to translate verbs, nouns, adjectives, sentences, and various simple texts. Training female students on how to translate from English to Arabic and vice versa by giving them a variety of simple texts, which qualifies them to practice simple translation, and to open the way for them to practice different translation methods, research their problems and how to solve them, and practice practicing them. <p>A- Cognitive objectives</p> <ul style="list-style-type: none"> Enabling female students to obtain knowledge and understanding of the basics of translation Enabling female students to obtain knowledge and understanding of translation types Enabling female students to obtain knowledge and understanding of translation methods Enabling students to obtain knowledge of solving translation mistakes.

	<ul style="list-style-type: none"> • Enabling students to use available electronic translation programmes <p>B – The objectives of the course's skills</p> <ul style="list-style-type: none"> • Knowledge skills – memorizing • Memorization and analysis skills • Practice and development skills
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9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> – Using interactive whiteboard, display devices (TV or data show), computer to send assignments electronically on the (Classroom) program and the solutions are also received electronically, and sending some video-recorded lectures via Classroom or Telegram. – Explanation and clarification – Providing students with the basics and additional topics related to the outcomes of thinking by analyzing various texts for the purpose of translation. – Forming discussion groups during lectures to discuss translation methods that require thinking and analysis. – Asking students a set of thinking questions during lectures, such as what, how, and when for specific topics. – Giving students homework electronically through the Classroom platform, which requires self-explanations in causal ways and examples to be solved. The solution is sent electronically, and the solutions are discussed in the classroom after they are displayed on the screen. – Translating texts directly on board or discussing translations they send in the Classroom platform.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	4	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Introduction to translation from English 1 with translation of sentences		
3-4	4	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Procedures of translation process, proofreading and the translation of sentence		

5	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Introduction to translation from English 2 with translation of short literary texts		
6	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Introduction to translation from English 3		
7-8	4	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Translation unit with translation of short general texts		
9-10	4	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Literal and free translation with practical applications		
11	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Mistakes committed in the translation of scientific texts		
12	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Translation of the verb to “be” with examples on journalistic texts		
13-14	4	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Translation of the verb “have” with examples on journalistic texts		
15	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Translating questions into Arabic		
16	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing.	Quarterly review and exams		

		2- They are aimed to contrast the two cultures they are dealing with.			
17	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Translating questions into English with practical examples		
18-23	12	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Practical education		
24	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Introduction to translation from Arabic to English		
25-26	4	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Translating sentences from Arabic to English		
27	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Translating questions into English		
28-29	4	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Translating literary texts into English		
30	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	Exam and review		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<ul style="list-style-type: none"> - <i>Translation as Problems and Solutions</i>, by Hasan Ghazala - Different texts to be translated - PPT files on translation prepared by Dr. Abdul-Ilah Niama As-Saadi
Main references (sources)	<ul style="list-style-type: none"> - <i>Translation as Problems and Solutions</i>, by Hasan Ghazala
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	<ul style="list-style-type: none"> - Classroom - Telegram - Youtube

Listening and Speaking

Fourth year

2025

Course Description Form

1. Course Name:	
speaking and listening	
2. Course Code:	
ELS407	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
5. Available Attendance Forms:	
attendee	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hour / 90 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: asst. Instructor Muthana Shareef Oudah Email: muthanasharif@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Train The students The speaking skills through making dialogues Improve The student skills of analysing through oral and written expressing y warmstorming Improve The student ability of listening gradually
9. Teaching and Learning Strategies	
Strategy	<p>Strategies and ways of teaching and learning used in The course</p> <p>Teach The student speaking skills through dialogues between The teacher and student</p> <p>Using visual aids to clarify The lesson</p> <p>Explain The lesson in A simple way</p> <p>Teaching The The gramatical concepts</p> <p>Developing The listening skills step by step</p>

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	2	Unit 1 occupation Grammar present simple and present continuous		Theoretical	Exams
2	2	Places of residences Grammar present perfect and present perfect continuous		Theoretical	Exams
3	2	Unit 2 Leisure interest Grammar infinitives		Theoretical	Exams
4	2	Music, films and books Grammar infinitives		Theoretical	Exams
5	2	Your occupation Grammar conditionals		Theoretical	Exams
6	2	Work life balance and salaries Grammar conditionals		Theoretical	Exams
7	2	Unit 4 your education Grammar expressing obligation		Theoretical	Exams
8	2	The responsibilities of schools and teachers		Theoretical	Exams
9	2	Responsibilities Grammar obligation		Theoretical	Exams
10	2	Unit 5 city life Grammar general prepositions		Theoretical	
11	2	Urban life Grammar prepositions of movement		Theoretical	Exams

12	2	Unit 6 news and entertainment Grammar complex comparatives		Theoretical	Exams
13	2	Responsibilities in The media Grammar comparative and superlative		Theoretical	Exams
14	2	Unit 7 holidays and tourism Grammar reported speech		Theoretical	Exams
15	2	Unit 8 social needs Grammar directions and locations		Theoretical	Exams
16	2	Writing personal information		Theoretic	Exams
17	2	Unit 9 Academic training needs		Theoretical	Exams
18	2	Agreeing and disagreeing		Theoretical	Exams

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Test Design and Assessment

Fourth year

2025

Course Description Form

1. Course Name:	
Test Design and Assessment	
2. Course Code:	
EDT408	
3. Semester / Year:	
2024 / 2025	
4. Description Preparation Date:	
22 / 9 /2024	
5. Available Attendance Forms:	
Attending lectures only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Inst. Karar Ahmed Saheb	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Understand the cornerstone of all good assessment and evaluation Learn useful techniques for testing and alternative assessment Become familiar with the process and procedures of testing and evaluating
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> Discussion and dialogue in presenting the topic as a communication method. Using modern educational tools such as PowerPoint, presents on TV screens, and Data show. <p>Preparing quarterly reports that explain the most important things related to the course.</p>

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	<ul style="list-style-type: none"> Introducing the student to the concepts of tests and its tools 	Tests	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
2	2	<ul style="list-style-type: none"> Recognizing assessment and evaluation and distinguishing between them 	Evaluation and assessment	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
3	2	<ul style="list-style-type: none"> To know the theoretical aspects of the test subject 	Trends and approaches in language	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
4	2	<ul style="list-style-type: none"> Introducing the student to the types of tests 	Test types	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
5	2	<ul style="list-style-type: none"> Helping the student to acquire a skill that enables him to write a good test 	Characteristics of a good language test	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
6 - 7	4	<ul style="list-style-type: none"> Students know how to design a communication test and what techniques are appropriate for it 	Communicative test design	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities

8	2	<ul style="list-style-type: none"> • Test 	Theoretical test	Test	Test
9 - 10	4	<ul style="list-style-type: none"> • The student learn several types of tests, know their tools, and practice on them 	Test design	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
11 – 12- 13	6	<ul style="list-style-type: none"> • The student will know many techniques of tests 	Test technique	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
14	2	<ul style="list-style-type: none"> • The student able to design appropriate test for reading 	Reading test	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
15	2	<ul style="list-style-type: none"> • The student able to design appropriate test for listening 	Listening test	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
16	2	<ul style="list-style-type: none"> • Test 	Theoretical and practical tests	Test	Test
17 - 18 19 – 20 21- 22		<ul style="list-style-type: none"> • Application Period in Schools 	Application Period in Schools	Application Period in Schools	Application Period in Schools
23	2	<ul style="list-style-type: none"> • The student will be able to design appropriate test for speaking, and will know many ways to record the test, for reliability purposes 	Speaking test	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
24	2	<ul style="list-style-type: none"> • The student will be able to design 	Writing test	Lecture/	Assignments

		appropriate test for writing skill		ask questions Discussion/ brainstorming	Homework Training Class activities
25	2	<ul style="list-style-type: none"> The student will be able to design appropriate test for grammar 	Grammar test	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
26	2	<ul style="list-style-type: none"> The student will be able to design appropriate test for vocabularies 	Vocabulary test	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
27	2	<ul style="list-style-type: none"> Practical and theoretical tests 	Practical and theoretical tests	test	test
28- 29	4	<ul style="list-style-type: none"> Applications within the lesson enable the student to formulate various tests 	Practical applications testing the subjects above	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
30	2	<ul style="list-style-type: none"> Practical test 	Practical test	Test	Test

11. Course Evaluation

- First course: Daily class activities and attendance for the first course 5 marks.
Monthly exam for the first course, two exams (total 15 marks).
- Second course: daily class activities and attendance (5 marks) for the second course.
Monthly exam for the second course, two practical exams (total 15 marks),
final exam 60 marks.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Christine Coombe. (2010) A Practical Guide to Assessing English Language Learners
Main references (sources)	<p>Brown, H. Douglas (2004). Language assessment: Principles and classroom practices.</p> <p>McNamara, T. F. (2000). Language testing. Oxford University Press.</p>

Recommended books and references (scientific journals, reports...)	<p>Najat Al-Joboury. (2014) a language teachers guide to assessment.</p> <p>Brown, H. Douglas (2004). Language assessment: Principles and classroom practices.</p> <p>Coombe, C. A., Folse, K. S., & Hubley, N. J. (2007). A practical guide to assessing English language learners.</p>
Electronic References, Websites	

Practicum and EFL Classroom Practices

Fourth year

2025

Course Description Form

1. Course Name:	
Practicum and EFL Classroom Practices	
2. Course Code:	
EOP409	
3. Semester / Year:	
2024 / 2025	
4. Description Preparation Date:	
19 /9 /2024	
5. Available Attendance Forms:	
Presence Electronic (Google Classroom)	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours 140 Credit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof.Wafaa Hussain Jabur Email: wafaaaltimimi@uomisan.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Gain practical experience based on understanding and applying theoretical knowledge. • Monitor analysis and solutions to problems that arise in professional work environments. • Interact with colleagues in a professional work environment.

			<ul style="list-style-type: none">• Participate in a representative group of professional activities in the work environment.• Developing professional self-awareness.		
9. Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none">• Discussion and dialogue in presenting the topic as a communication method and using the brainstorming method.• Using modern educational tools such as PDF files, PowerPoint, TV screens, and Data show• Use official educational websites such as Google meet				
10. Course Structure					
Week	Ho urs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1– 2	6	<ul style="list-style-type: none">• Ethics of the teaching profession• Providing the student with a complete idea about the teaching profession and preparation for it	Student-Teacher: A starting point	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
3 - 4	6	<ul style="list-style-type: none">• How to take into account the differences• Individual and skills development• Creative thinking	Learner characteristics	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
5 – 6	6	<ul style="list-style-type: none">• communication skills• Dealing and class management• The role of the teacher	Aims, Goals, Objectives and Lesson Planning	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
7 – 8	6	<ul style="list-style-type: none">• Teaching vocabulary• Use designated methods in teaching	Teaching Vocabulary	Lecture/ ask questions Discussion/	Assignments Training Class activities

				brainstorming	
9 – 10	6	<ul style="list-style-type: none"> • Teaching grammar • Use designated methods in teaching 	Teaching Grammar	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
11 -12	6	<ul style="list-style-type: none"> • Teaching speaking skill • Use designated methods in teaching 	Teaching Listening	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
13 -14	6	<ul style="list-style-type: none"> • Teaching speaking skill • Use designated methods in teaching 	Teaching Speaking	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
15 - 16	6	<ul style="list-style-type: none"> • Teaching reading skill • Use designated methods in teaching 	Teaching Reading	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
17 - 18 19 – 20 21- 22 - 23	6	Supervising the application Review the daily plan	Application Period in Schools	Supervising the application/ Review the daily plan	Supervising the application/ Review the daily plan
25 - 26	6	<ul style="list-style-type: none"> • Teaching writing skill • Use designated methods in teaching 	Teaching Writing	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
27 - 28	6	<ul style="list-style-type: none"> • communication skills • Dealing and classroom management 	Classroom Management	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities

29 - 30	6	<ul style="list-style-type: none"> English Language teaching methods for non-native speakers 		Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc Evaluation methods <ul style="list-style-type: none"> Training: Providing a trial lesson (daily preparation) Writing a daily lesson plan (daily review) Activating the four skills in teaching (daily preparation) Using modern educational methods in the lesson (daily preparation) Assignments and class contributions Writing a report after the Practicum period 					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Leslie Opp-Beckman, Shaping The Way We Teach English		
Main references (sources)			Techniques And Principles In Language Teaching (Third Edition) Paperback Book Larsen-Freeman (Author)		
Recommended books and references (scientific journals, reports...)			Journal of Effective Teaching Methods-JETM		
Electronic References, Websites			Google Scholar / Research gate		